

Other Publications of the National Advisory Committee on Black
Higher Education and Black Colleges and Universities:

*Higher Education Equity: The Crisis of Appearance Versus Reality
(First Annual Report - 1977)

*Access of Black Americans to Higher Education:
How Open is the Door?

Black Colleges and Universities: An Essential Component
of a Diverse System of Higher Education

Second Annual Report - 1978

The Black Educational Policy Researcher: An Untapped
National Resource

Third Annual Report - 1979

Still A Lifeline: The Status of Historically Black
Colleges and Universities, 1975-1978

*Out of print - file copy available in Committee staff office.

TARGET DATE, 2000 AD:

GOALS FOR ACHIEVING HIGHER EDUCATION

EQUITY FOR BLACK AMERICANS

VOLUME I

National Advisory Committee on
Black Higher Education and
Black Colleges and Universities

September 1980



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
NATIONAL ADVISORY COMMITTEE ON
BLACK HIGHER EDUCATION AND
BLACK COLLEGES AND UNIVERSITIES
WASHINGTON, D.C. 20202

SEP 1 1980

Honorable Shirley Hufstедler
Secretary
Department of Education
Washington, D.C. 20202

Dear Madam Secretary:

On behalf of the National Advisory Committee on Black Higher Education and Black Colleges and Universities, I am pleased to submit this report entitled, Target Date, 2000 AD: Goals for Achieving Higher Education Equity for Black Americans.

This report represents a culmination of activities of the original fifteen members of the Committee. While the Committee charter is broad and still requires ongoing attention, certain trends in higher education were reviewed to develop this planning document. Included within this report are components of information which must be considered as higher education policy and program directions are developed through the end of this century.

The Committee is grateful for the opportunity to provide input to the very important goal of increasing educational opportunities for Black Americans and enhancing the historically Black colleges. The specific goals and recommendations set forth in this report represent many months of Committee work, much of which is ongoing. Therefore, we would appreciate a response from you on the various recommendations cited. We feel that the goals set forth in this report are also of primary concern to you. Through your leadership, we are confident that efforts will be made to attain those goals.

Sincerely,

Elias Blake, Jr.
Elias Blake, Jr.

FOREWORD

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established by the Secretary of Health, Education, and Welfare in 1977 to advise and make recommendations on all aspects of the higher education of Black Americans. In undertaking that task, the Committee approached its mandate by developing a Plan of Action which called for the production of various reports highlighting the status of Blacks in higher education. The Committee issued a number of reports and background papers, relating to the pertinent issues which surfaced in its deliberations over the last two years.

This report includes the necessary components of a long range plan for increasing the participation of Black Americans in higher education and enhancing the historically Black colleges and universities. It is the result of over two years of effort by the original members of the National Advisory Committee on Black Higher Education and Black Colleges and Universities. During that time period (September 1977 through June 1980), the membership of that Committee met quarterly to discuss some of the fundamental problems facing Blacks which prevent full participation in higher education, as well as the needs of the historically Black colleges and universities. It represents many months of work and is supported by various other documents, both published and unpublished.

A companion to this report, Volume II, will explore the details of how the recommended actions might be implemented through new funding mechanisms or appropriation increases in current programs. It will also highlight the realities which can be expected and the costs to society if the conditions requiring attention are not addressed.

The Committee extends thanks to the many individuals who provided input to the long-range goals set forth in this document. They represent diverse organizations who have long worked toward achieving equity for Blacks in higher education and which have, in many cases, previously recommended similar actions to those included in this report.

Two individuals chose to come to the Committee's office and devote personal time to providing input to the key staff person assigned to develop this report and therefore the Committee expresses its appreciation to Dr. Allen Ballard, Professor of Political Science, City University of New York, and Dr. Lee Colquitt of the National Research Council, National Academy of the Sciences.

Lastly, but most importantly, a National Committee as this one must rely on staff work to keep it going efficiently and to obtain the necessary background information needed to make its recommendations. This Committee is grateful to Carol Joy Smith, the Committee's Program Delegate who provided the necessary staff leadership to move things forward; to Mae Carter who typed the many drafts and final copy; and to Christopher Lehner who wrote chapter IV on labor market projections.

Special appreciation is extended to Linda Lambert who conceptualized and developed this report and synthesized the input received from the Committee members as well as individuals external to the Committee to see it to completion. Special thanks are due to Clifton Lambert for the design of the Committee's logo.

Elias Blake, Jr.
Chairman

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EXECUTIVE SUMMARY
AND
HIGHLIGHTS

Advancing equal opportunity in higher education was a National goal even before the Higher Education Act of 1965 was passed. However, necessary steps to achieve this goal have yet to be implemented. This report indicates what must be set in motion to assure that in the next two decades, actions will occur to translate this National goal into reality.

While long range planning is essential, the development of an effective mechanism for implementing the plan is key. Therein lies the problem. Another Committee report* entitled, Needed Systems Supports for Achieving Higher Education Equity for Black Americans, speaks to many of the problems evidenced in the "systems supports", defined as those institutionalized mechanisms and structures, both private and public, which support the achievement of specific goals and objectives.

Since this long range plan is addressed to the key education person in the Federal government, it is clear that leadership for addressing these concerns must come from that level. An holistic approach is needed to reach the goals outlined in this report. There are serious flaws within the implementation system that is already in place in the Federal government.

There are a number of Federal efforts already underway and many others proposed under pending higher education bills. What is required is a better sense of the interactive nature of the problems and potential solutions. Leadership in the Federal sector will be necessary to encourage the States and other government and non-government entities to also take this approach to enhancing educational opportunities for the Black population.

Educational advancement must be viewed as an interconnected escalator with all of its parts hooked together. There is currently no National policy focus, even on a voluntary level, which approaches the problems in this way. Even though an effort has been made to consolidate education programs at the Federal level by the establishment of a U.S. Education Department, an overall, comprehensive plan for bringing Blacks into the mainstream of American society has yet to be devised. Title I (ESEA) and Title IV (TRIO) are both in the new Education Department while CETA programs were retained in the Labor Department. Each of these programs is geared toward increasing the skills and opportunities of a segment of the population considered to be out of the mainstream and each emphasizes education and training to do that. The Youth Initiatives Act is a first step in the recognition of the need for coordination but these efforts are still rudimentary. There is no real mechanism to expand that approach on the Federal level or develop the same for the States and local jurisdictions. Within the Education Department itself, there is little coordination between programs that are designed to serve the same economic strata of the population.

* Soon to be published

At the graduate and professional school level, there are programs in the Education Department and many others spread over a number of different agencies, all designed to increase participation at that level of higher education. There are fellowships available through the National Institutes of Health, the Department of Agriculture, and the National Science Foundation, to name a few.

This same lack of coordination is evidenced in the establishment of policy-setting councils in the Federal government. Until such time as there is a pattern set where these activities will be organized to focus on all of the needs and their relationship to each other, these problems will continue to persist and worsen. Our system of State versus Federal control of public education and the existence of a vigorous private sector of education makes development of a national policy difficult. The Federal Government has no power to impose a national policy on States or localities. It could, however, within itself ask and answer the basic question, How can all the Federal obligations for education and training as well as research and development have a greater impact on equalizing educational opportunity?

No one has asked every agency whose funds flow into educational institutions to make an impact statement about equalizing educational opportunity. Another way to ask the question is, do your funding decisions require that the grantees or contractors show how they will increase the participation of Black Americans in the funded activities? Very large sums of Federal dollars, especially in research and development, have no impact on the goals this report projects. A national policy within the Federal Government would make that impossible because it would make demands on all Federal obligations to assist in closing the historic gap between Blacks and whites in educational attainment and participation.

HIGHLIGHTS

This report looks at some of the future demographic trends, overall projections for higher education, and labor market projections to arrive at the goals and recommended actions to achieve equity for Blacks in higher education as well as enhance the historically Black colleges and universities.

Highlights of the Committee's findings and recommendations follow.

Demographic Trends

- o The dropout rate of Black youth aged 16-19 years of age has increased since 1977 and now hovers at 15 percent of the age cohort.
- o Black 16-19 year olds in higher education, as a percent of the total age cohort, have increased steadily since 1970. However, in the Black 20-24 year old and 25-34 year old groups, the proportion of those age cohorts enrolled in college has decreased.
- o Through the year 2000, the number of Blacks in the 16-24 year old age cohort will grow at a rate faster than the general population, leading to a growing proportion of Blacks of college-going age.
- o A significant and immediate increase is needed in Blacks enrolled in medical, dental, and law school to produce the number of Black physicians, dentists, and lawyers required in the year 2000.

Impact of Future Projections Being Made About Higher Education

- o If accompanied by student financial aid, Black students may again be pursued to fill empty seats in higher education institutions experiencing enrollment declines.
- o Competition for graduate and professional school admissions may continue to impact negatively the availability of these opportunities to Black students.
- o Cutbacks in funds for medical school, under the assumption there will be an oversupply of physicians in the 1990's, will seriously affect the ability of Blacks to pursue such training and serve the needs of the minority communities of this Nation, unless there are special set-asides to protect their needs.
- o Increases in the number of older and part-time students may redirect funding away from full-time, degree credit students if any major policy shifts are made in the financial aid programs.
- o Increases in the number of community colleges will serve to attract more Black students into these colleges which offer convenient locations and lower tuition rates. These colleges must produce graduates who can go on for more education and on into graduate and professional schools. No national strategy has evolved that focuses on getting more baccalaureate and graduate and professional school students out of community colleges.

- o If student aid programs continue to expand to serve a greater proportion of middle income students, this can only hurt lower income students, many of whom are Black, simply because proportionate increases in appropriations very seldom keep pace with an extension in the pool of eligibles. The failure of the higher education reauthorization bill to pass the Senate in 1980 was directly attributable to the price tag for the needs of both middle income and low income students, being perceived as too high.
- o If enrollments drop as predicted, retrenchment will wreak havoc for many Black faculty and staff who were brought in during the 1960's and 1970's and have yet to attain job security.

Labor Market Projections

- o There will be a marked slowdown in the expansion of the labor force between 1980 and 1990.
- o Black representation in the professions and in the high technology fields continues to be minimal. Without targeted programs to increase the college education of Blacks in fields where the future labor needs will be great will perpetuate the unemployment and underemployment of Blacks and prevent the economic mobility of the Black population.

These findings led the Committee to set a number of goals that must be pursued. They are summarized below with general recommendations on how to reach them. More specific activities are provided in Chapter V.

Major Goals

1. Increase the pool of Blacks prepared to enroll in higher education by:
 - o correcting problems at the elementary school level
 - o improving teaching and counseling effectiveness
 - o increasing parent involvement in career development process
 - o allocating extra resources to high schools with large populations of low-income students
2. Increase the number of Blacks enrolled in higher education, particularly in degree-seeking programs and in scientific and technical fields of study by:
 - o developing programs to increase Black participation in scientific and technical fields
 - o improving articulation between 2-year and 4-year colleges
 - o providing financial incentives to encourage Black students to continue on from 2-year to 4-year institutions

- o devising better financial aid policies to respond to the needs of Black low-income students
- 3. Increase opportunities for Blacks to enroll in graduate and professional schools and participate in postdoctoral research and study by:
 - o providing more access to funding for postbaccalaureate studies
 - o supplementing funds for Black students to complete their graduate and professional program in a normal time frame
 - o requiring R & D contractors and grantees to devise ways for more Blacks to participate in the programs these funds support
- 4. Increase retention and graduation rates of Blacks at all levels by:
 - o adequately financing academic support services, especially in the first six months to two-years of undergraduate training
 - o orienting white administrators and faculty to Black students' needs
- 5. Increase the number of Black faculty and administrators by:
 - o assuring representation in positions which carry broader responsibility
 - o achieving equity in appointments, promotions, tenure, and salaries
 - o developing mechanisms for faculty development at the HBC's
 - o providing support to Blacks for doctoral and postdoctoral study
- 6. Enhance the historically Black colleges and universities by:
 - o improving participation of HBC's in all Federal agency programs
 - o assisting in making HBC's centers for regional and local social and economic development
 - o utilizing HBC's as leaders in the improvement of teacher training to correct the ills of the Nation's classrooms
 - o recommitting Title III to Black colleges

7. Increase the participation of Black Americans and HBC's in research and development activities by:
 - o increasing R & D funds to HBC's through specific set-asides
 - o developing a pool of Black researchers
 - o developing a National Research Center on Black Higher Education within an HBC

Significant funding will be required to implement many of the recommendations which have been cited. To reach the stated goals, certain activities must take place. However, if this Nation does not respond to the needs of its largest minority population, the costs to society will be even greater. Volume II of this report will estimate some costs to reach these goals and will compare those costs with what may result if increased educational opportunity is not set as the priority.

CHAPTER I

INTRODUCTION

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was charged with twelve areas of consideration at the time of its establishment in December 1976. One very critical area was the recommendation of a "twenty-five year plan for increasing the quality of Black higher education and the numbers of Black Americans able to participate more fully in American society because they have successfully completed such education." This report focuses on components of a long-range plan, with varying time frames depending on the goal to be attained. It indicates goals to be reached and suggested courses of action to reach them. More work is needed to develop the specifics of the programs that can be effective in the attainment of the goals as well as the financial resources required to do the job. The Committee hopes that the framework developed herein can serve as a guide for those who develop policy in higher education so that future planning activities will take into consideration the special needs of Black Americans in order to achieve equity in higher education for this group of citizens that has long been neglected.

In most instances higher education policy is made to respond to the largest and most vocal constituency served. Thus, as the proportion of non-traditional (older and part-time) students increases, colleges are beginning to move on ways to meet their special needs despite the associated rising costs and dwindling resources. Therefore, this Committee has approached its task by suggesting ways in which higher education policy can respond to the educational needs of Blacks and thereby improve their opportunities. Hopefully this plan will assist in the alleviation of the economic deprivation now endemic to the Black communities of this Nation and which is often the result of inadequate education.

The systemic problems in our society which contribute to the disadvantaged situation in which many Blacks find themselves must be addressed. Responding to these problems will greatly enhance the educational life-chances of Black Americans.

Many Black students are eliminated from the "pipeline" before they even reach the high school level. This erosion of human resources takes several forms:

- o the loss of students due to high drop-out rates for Black youth
- o the loss of students due to the push-out impact which results from chronic and discriminatory suspensions and expulsions

- o the misplacement of Black students in special education or classes below their ability levels because of scores received on standardized tests

This Nation has failed to correct many of these problems with the following results for Blacks:

- o assignment of students to "special" (more expensive) schools that focus on behavior modification and educational problems
- o increased unemployment of Black youth
- o increased crime rate
- o increased welfare rolls
- o increased commitments to mental institutions
- o increased prison population

Still other effects create burdensome costs for society. Much of the money spent responding to the symptoms might instead be focused on eliminating the causes. Taking that approach was suggested in the 1960's and in 1980 we find ourselves reiterating the obvious.

Parity with the majority group, after years of deprivation have taken their toll, means that Black Americans in 1985 will still be far behind their white counterparts in this country. Therefore, any benchmark references to equity relate to the need not only to establish it currently but to assist in ameliorating the effects of centuries of deprivation.

Organization of Report

The remainder of this report explores some significant demographic trends in Chapter II, as well as the future of higher education and some probable implications for Black Americans and Black colleges and universities in Chapter III.

Chapter IV Highlights the future occupational outlook and what is required in the educational arena to assure that Black graduates will be prepared to respond to future manpower needs. Finally, Chapter V presents the Committee's long-range goals, some specific blueprints for action, and, levels at which responsibility should lie for facilitating the attainment of those goals. Because new developments must bring change, biennial assessments and updating should occur. Projections will require periodic review in light of changing times. The steadfast goal is to achieve equity.

A separate companion volume will estimate the costs of implementing the recommendations made in this report, as well as the costs of not doing so. Based on tentative analysis of both short term and long term cost projections, it appears that the price to society in both dollars and human potential will be much lower by responding to the educational needs

outlined in this report than following some other course of action. Volume II will also include specific information on the time lines for reaching the goals. A number of the activities can be initiated immediately while others may require longer and more intensive actions to reach the goal.

CHAPTER II

SIGNIFICANT DEMOGRAPHIC TRENDS

In recommending goals and objectives in this long-range plan, the Committee has considered trends of Black participation in higher education in the past and some projections for the future. This chapter provides a framework for determining how the Black population may change between now and the year 2000.

The Black Population and Representation in Higher Education

Table 1 gives a glimpse of the civilian, non-institutional population¹ in selected age cohorts between the ages of 16 and 34. It shows the percentage representation of Blacks in the total population and enrolled in college. In 1975, Black representation in college enrollment in each of the cohorts was still notably less than their representation in the total population of each cohort. Table 2 shows the disproportionate number of Black dropouts in those same cohorts.

That represents one level of inequity. Yet, there are others - starting from the pool of potential students 16-34 years old who could enroll in college if they all came through elementary and secondary school systems which enhanced their innate abilities to learn rather than detracted from those abilities. Figure 1 shows the most recent Census data for October 1978. What we see is a pool of Black Americans, 16-34 years old, part of which is eroded by the 22.4 percent (or 1,840,000 people) that are not in school nor high school graduates, i.e., high school drop-outs. Of the remaining 6.4 million Blacks aged 16-34 years, 1,301,000 are enrolled below the college level. In effect, there remain approximately 5 million students, the majority of whom are high school graduates and able to pursue a college education if their elementary and secondary school education prepared them for college. Of that 5 million, only one million were enrolled in college in 1978. It is assumed that the remaining 80 percent of this pool is either employed or comprise a significant part of the pool of Blacks who make up the currently high unemployment rate.

Projections for the future suggest that the average age of those enrolled in higher education will continue to increase. In defining the available pool of Blacks for higher education, the 16-34 year old age cohort has been selected. There are many Blacks who missed opportunities to enroll in college and who could attend given the appropriate financial resources and support systems. Further, when attempting to increase the graduate and professional participation of Blacks, the older half of that age cohort provides an untapped pool of potential students.

The difference between the Black and white population, in terms of the percentage of the selected age cohorts enrolled in college, has been significant over the last two decades (see Table 3). In the last few years the gap has not been closing but rather it has been widening and something must be done to stem that reverse tide.

Table 1

Black Representation in Selected Age Cohorts Between 16 and 34 Years of Age for the Population, 1965-2000 and College Enrollees, 1965-1975

Age cohort and race	1965	1970	1975	1980	1985	1990	1995	2000
<u>Population - 16-19 Year Olds</u>								
Total	13,254	14,657	16,337	16,700	14,343	13,541	13,276	15,679
Black	1,483	1,855	2,167	2,338	2,136	2,122	2,014	2,261
% Black of Total	11.2	12.7	13.3	14.0	14.9	15.7	15.2	14.4
<u>College Enrollees - 16-19 Years Old</u>								
Total	2,479	2,854	3,229					
Black	141	212	293					
% Black of Total	5.7	7.4	9.1					
<u>Population - 20-24 Year Olds</u>								
Total	12,445	15,594	18,363	20,918	20,510	17,953	16,728	16,898
Black	1,367	1,814	2,183	2,708	2,793	2,569	2,518	2,444
% Black of Total	11.0	11.6	11.9	12.9	13.6	14.3	15.1	14.5
<u>College Enrollees - 20-24 Year Olds</u>								
Total	2,266	3,211	3,992					
Black	99	225	405					
% Black of Total	4.4	7.0	10.1					
<u>Population - 25-34 Year Olds</u>								
Total	21,432	24,603	30,370	36,172	39,859	41,086	38,154	34,450
Black	2,246	2,670	3,186	4,065	4,847	5,271	5,131	4,869
% Black of Total	10.5	10.9	10.5	11.2	12.2	12.8	13.4	14.1
<u>College Enrollees - 25-34 Year Olds</u>								
Total	930	1,349	2,469					
Black	34	85	248					
% Black of Total	3.7	6.3	10.0					

SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20 and P-25, No. 704

Table 2

Black and White Dropouts in Selected Age Cohorts
1970, 1975 to 1979

Age cohort and race	1970	1975	1976	1977	1978	1979
16 - 19 Year Olds						
<u>Black</u>						
Total Population	1,855	2,167	2,207	2,235	2,234	2,229
Dropouts	399	378	320	324	343	338
Percent of total	21.5	17.4	14.5	14.5	15.4	15.2
<u>White</u>						
Total Population	12,642	13,898	13,968	13,976	13,906	13,825
Dropouts	1,330	1,599	1,718	1,725	1,720	1,710
Percent of total	10.5	11.5	12.3	12.3	12.4	12.4
20 - 24 Year Olds						
<u>Black</u>						
Total Population	1,814	2,183	2,260	2,315	2,387	2,438
Dropouts	623	615	592	573	592	649
Percent of total	34.3	28.2	26.2	24.8	24.8	26.6
<u>White</u>						
Total Population	13,599	15,848	16,168	16,486	16,717	16,915
Dropouts	2,129	2,144	2,276	2,342	2,382	2,456
Percent of total	15.7	13.5	14.1	14.2	14.2	14.5
25 - 34 Year Olds						
<u>Black</u>						
Total Population	2,669	3,186	3,315	3,455	3,586	3,752
Dropouts	1,149	1,018	936	958	905	933
Percent of total	43.0	32.0	28.2	27.7	25.2	24.9
<u>White</u>						
Total Population	21,691	26,571	27,473	28,291	28,943	29,844
Dropouts	4,773	4,268	4,436	4,169	4,017	4,002
Percent of total	22.0	16.1	16.1	14.7	13.9	13.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20

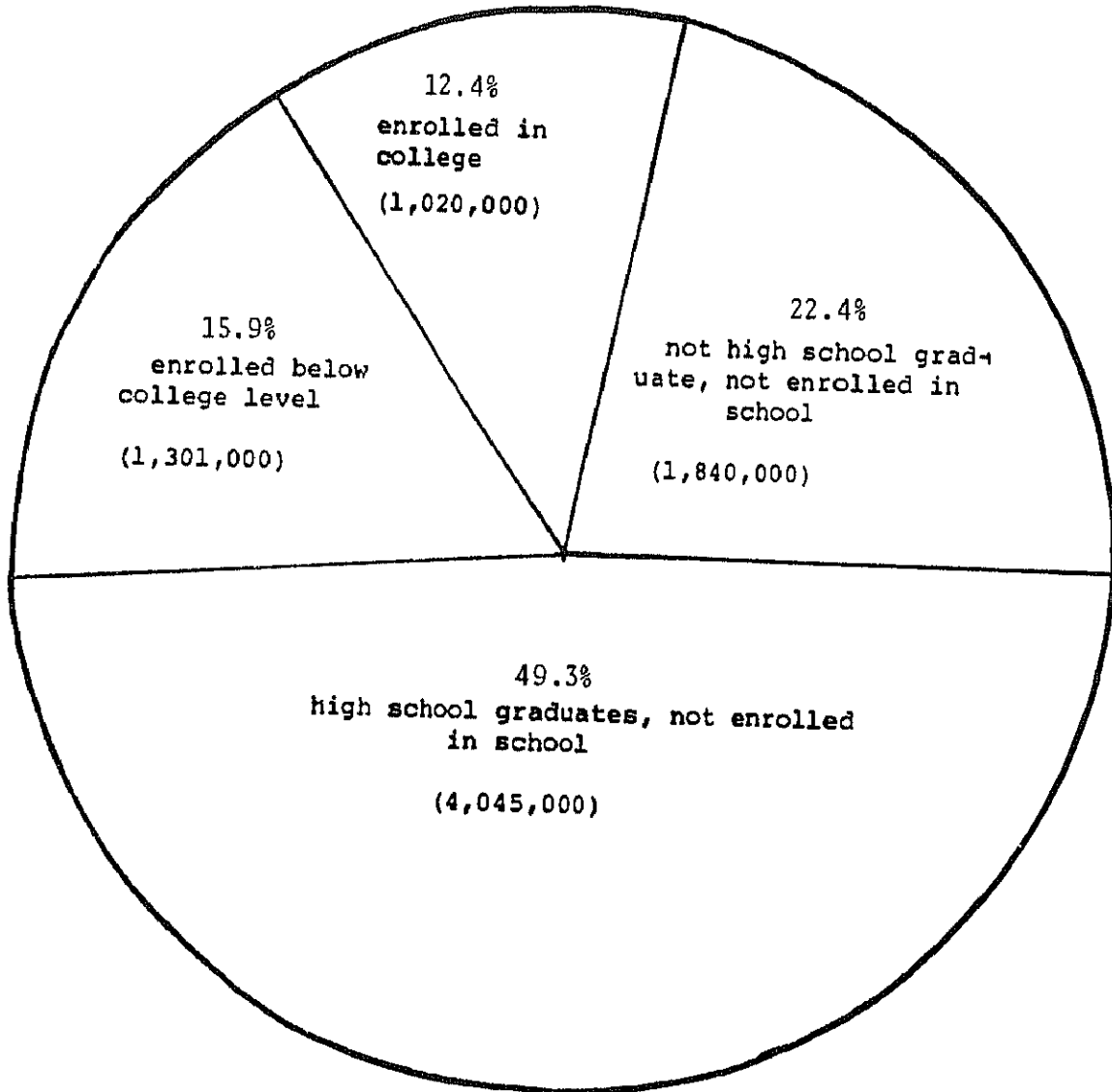
Table 3
Black and White College Enrollment in Selected Age Cohorts, 1970, 1975 to 1979

Age cohort, race, and enrollment status	1970	1975	1976	1977	1978	1979
16 - 19 Year Olds:						
<u>Black</u>						
Total Population	1,855	2,167	2,207	2,235	2,234	2,229
College Enrollees	212	293	335	306	308	322
% of Total	11.4	13.5	15.2	13.7	13.8	14.4
<u>White</u>						
Total Population	12,642	13,898	13,968	13,976	13,906	13,825
College Enrollees	2,591	2,862	2,809	2,800	2,781	2,743
% of Total	20.5	20.6	20.1	20.0	20.0	19.8
20 - 24 Year Olds						
<u>Black</u>						
Total Population	1,814	2,183	2,260	2,315	2,387	2,438
College Enrollees	225	405	447	452	424	417
% of Total	12.4	18.6	19.8	19.5	17.8	17.1
<u>White</u>						
Total Population	13,599	15,848	16,168	16,486	16,717	16,915
College Enrollees	2,944	3,503	3,699	3,630	3,524	3,622
% of Total	21.6	22.1	22.9	22.0	21.1	21.4
25 - 34 Year Olds						
<u>Black</u>						
Total Population	2,669	3,186	3,315	3,455	3,586	3,752
College Enrollees	85	248	280	346	288	262
% of Total	3.2	7.8	8.4	10.0	8.0	7.0
<u>White</u>						
Total Population	21,691	26,571	27,473	28,291	28,943	29,844
College Enrollees	1,224	2,147	2,131	2,377	2,207	2,333
% of Total	5.6	8.1	7.8	8.4	7.6	7.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20

Figure 1

DISTRIBUTION OF BLACK POPULATION, 16-34 YEARS OLD,
BY SCHOOL ENROLLMENT STATUS, OCTOBER 1978
(Civilian, non-institutional population)



SOURCE: U.S. Department of Commerce, Bureau of the Census, Series P-20

Between 1960 and 1975, an annual average of approximately 300,000 would-be Black college enrollees were not accommodated due to inequities in higher education opportunities for Black and white Americans. Had parity existed in 1960, over the fifteen years between 1960 and 1975 an additional 4.75 million Blacks would have enrolled in college. Combined with the differences between 1975 and 1979, the Nation has suffered a loss of over five and one-half million potential Black college students.

The level of effort required to attain true equity is staggering. The losses over even a short span of 15 years indicate that even if 1985 or 1990 turns out to be a year in which proportional parity is reached, it will not mean that the goal has been reached because there is still much to be done based on years of neglect. Further, the latest Census data show that decreases have occurred in Black enrollment in higher education in the 20-34 year old age cohorts although OCR data show a slight increase overall and a sharp drop in graduate enrollment between 1976 and 1978.

Table 3 shows a decline in white college enrollment between 1977 and 1978 and therefore, one might deduce that the situation for Blacks is just following the norm. However, as cited earlier, previous losses coupled with the fact that parity for Blacks has never been reached would make any declines in Black enrollment in higher education unacceptable.

Enrollment of Blacks by Type of Institution

As Black enrollment in higher education increased in the 1960's and 1970's, the proportion of students in the two-year colleges also increased. Over 50 percent of first-time Black freshmen in 1976 were enrolled in the two-year colleges. Unfortunately, many of the students in the two-year colleges have not been given adequate initial preparation for professional and technical occupations. Concurrently, there was a decline in the proportion of Black enrollment at the university level. Most of these institutions are quite prestigious and many of their graduates go on to graduate and professional training or jobs at the higher levels of government and private industry. More Black students should be counseled to initially enroll in the four-year and university sectors as well as transfer to the four-year institutions once they have completed their studies at the two-year colleges. Because of inadequate family and school counseling, many students aspire only to two-year curricula which lead to immediate employment. Appropriate counseling will guide some of these students into high demand employment areas.

Predictions suggest that the tendency for the majority of Black students to be enrolled in two-year colleges will continue into the 1980's. However, a recent analysis completed by two researchers at the Brookings Institution notes that four-year institutions will aggressively recruit many of the transfer-oriented students to compensate for their own projected enrollment losses.² If that occurs, Black students may have a greater likelihood of being admitted to four-year institutions but will still suffer from the financial and academic preparation problems which serve to make the two-year college more attractive to them.

If large proportions of Blacks continue to enroll in two-year colleges, one can expect an increase in the number of newer predominantly Black colleges (NPBC's) in this country. Between 1976 and 1978 the number of NPBC's increased by 24 institutions. And, if financial aid programs continue to provide funds for students in proprietary institutions, their numbers will increase and more Black and poor students will be recruited because they bring with them financial aid income for any postsecondary school they attend.

The proportion of all Black students in higher education who are enrolled in the historically Black colleges (HBC's) has decreased since the 1960's. In 1964, 51 percent of all Blacks enrolled in higher education were enrolled in the HBC's. That proportion had decreased to 28 percent in 1970 and 18 percent in 1978. However, total enrollment in the HBC's continued to increase between 1966 and 1975.

Although there was a slight decrease in 1976 total enrollment in HBC's, the 1977 academic year showed another increase, and was the peak of the 14 years shown in Table 4. Over the period between Fall 1966 and Fall 1979, total enrollment increased an average of 3 percent per year while first-time freshmen enrollment increased an average of 0.8 percent per year, with the largest increases shown between 1973 and 1975.

Recent declines have been noted in total HBC enrollment but a closer, more detailed, examination of the data reveals where these declines were most prevalent. Between 1976 and 1979, undergraduate enrollment dropped as did first-time freshmen. Unclassified students increased substantially between 1976 and 1979 although there was a sharp decline from Fall 1977 to Fall 1978. What is particularly noteworthy, however, is the increase in first-professional enrollment at the same time the HBC's were experiencing sharp declines in graduate enrollment, particularly in the public sector (see Table 5).

These data point up the impact of Federal policies on HBC enrollment. In the late 1960's, the effect of the Higher Education Act (HEA) of 1965 was to put more money into student financial aid. Federal dollars for the National Direct Student Loan (NDSL) program increased and the Guaranteed Student Loan Program (GSLP) was getting off the ground. By 1970, GSLP dollars had increased as well. In 1972, the HEA Amendments initiated the Basic Educational Opportunity Grants (BEOG) program which provided a large amount of money that was partially influential in the sharp increases in enrollment in 1974 and 1975. During this period, Title III money to HBC's was significant.

However, shortly thereafter, there were moves in Congress to open up the Federal programs to more middle income students in addition to stemming what was considered to be fraud and abuse in the programs. These actions served to hurt enrollments at the HBC's particularly after Fall 1977 because (1) there was a higher income eligibility without additional appropriations to service the larger pool of eligibles, and (2) there were computer checks made on the BEOG's applications which had the effect of deeming some students ineligible based on errors that may have had nothing to do with needs assessment. At the same time, institutions other than the HBC's were requesting and receiving more funds under the Title III program.

Table 4
ENROLLMENT AND DEGREES CONFERRED IN HISTORICALLY BLACK COLLEGES 1966 to 1979

Enrollment, Degrees	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
<u>FALL ENROLLMENT</u>														
Total	139,444	148,301	154,988	161,709	168,328	178,143	181,829	184,559	189,001	211,366	210,378	212,228	200,997	201,347
First-Time Freshmen	42,615	40,007	40,825	40,024	42,674	42,814	41,378	39,976	46,706	54,221	50,067	49,342	43,592	45,777
<u>DEGREES CONFERRED</u>														
Baccalaureates	15,728	15,649	17,185	20,078	22,686	24,039	24,976	25,094	25,421	25,675	24,656	23,211	22,044	NA
Master's	1,847	2,027	2,352	2,675	3,107	3,701	4,349	5,545	5,540	5,869	5,878	6,145	5,554	NA
First Professional	300	324	405	418	478	503	551	643	696	NA	783	731	747	NA
Doctorates	11	11	14	16	22	47	28	43	53	32	74	65	73	NA

SOURCE: (1966-1975) Institute for Services to Education
(1976-1979) National Center for Education Statistics -
NACBHEBCU staff tabulations

NA= Not Available

*This table includes historically Black colleges that are still predominantly Black and Lincoln University (Missouri) and West Virginia State College for all years. None of the years include Bluefield State College. D.C. Teachers College is only included from 1966 through 1976. In 1977 D.C. Teachers College became part of the University of the District of Columbia which also includes newer predominantly Black colleges (Federal City College and Washington Technical Institute) which made up the bulk of UDC's enrollment. Therefore no data on that one campus are available to include "D.C. Teacher's College" data in years 1977-1979. Eight small two-year private institutions lacked data for years 1966-1975, and three of those eight had closed completely by 1976.

TABLE 5
ENROLLMENT IN 100 HISTORICALLY BLACK COLLEGES
BY LEVEL, 1976 to 1979

Level and Control	1976		1977		1978		1979
UNDERGRADUATE	174,413		175,829		166,833		166,702
Public	116,653		117,103		111,087		111,758
Private	57,760		58,726		55,746		54,944
First-Time Freshmen	50,190		48,147		42,501		44,515
Public	32,492		30,532		25,989		27,223
Private	17,698		17,615		16,512		17,292
Other Than 1st-Time Freshmen	124,223		127,682		124,332		122,187
Public	84,161		86,571		85,098		84,535
Private	40,062		41,111		39,234		37,652
GRADUATE	17,992		16,708		16,180		15,217
Public	14,050		13,043		12,335		11,072
Private	3,942		3,665		3,845		4,145
FIRST-PROFESSIONAL	2,958		3,185		3,372		3,506
Public	677		703		732		732
Private	2,281		2,482		2,640		2,774
UNCLASSIFIED	7,240		10,236		8,602		9,602
Public	5,787		8,174		6,832		8,111
Private	1,453		2,062		1,770		1,491
GRAND TOTAL	202,603		205,958		194,987		195,027 ^{1/}
Public	137,167		139,023		130,986		131,673
Private	65,436		66,936		64,001		63,354

^{1/} See Appendix A for Listing

SOURCE: National Advisory Committee on Black Higher Education and Black Colleges and Universities staff Analysis of Data from National Center for Educational Statistics.

The 1960's was a period of heavy civil rights activities and increased affirmative action efforts. Shortly after 1970, the institutional commitment to equal opportunity waned. The Defunis and Bakke cases signalled a turn in the mood of the higher education establishment with no real Federal pressure to sustain affirmative action.

Activities related to the Adams case have also contributed to the patterns shown in Table 5. In the States where efforts are already underway, as well as in those States which eventually will come under Adams, many of the public institutions have experienced enrollment declines. In Georgia, graduate enrollment at Savannah State College has significantly decreased. Undergraduate enrollment at Albany State College has also declined.

The development of large community college systems in some States have probably affected enrollments at some of the HBC's. However, a more in-depth analysis in each geographical area is required to determine to what extent these community colleges have impacted enrollments at selected historically Black colleges.

The Committee is strongly convinced that equity in access to higher education must still be a major concern and that increasing the number of Black graduates must be a constant priority. With more Black students enrolling in higher education, efforts must be made to assure that these same students have successful experiences and complete the degree they set out to attain.

The Need to Produce More Black Physicians, Dentists, and Lawyers

Black professionals are dramatically underrepresented in the total population. If the situation remains static, there will be a deficit of approximately 42,000 Black physicians, 11,000 Black dentists, and 19,000 Black lawyers in the year 2000. Ninety-two percent of Black physicians are located in metropolitan areas, where there are large concentrations of the Black population, compared to 73 percent of white physicians. Further, 90 percent of Black physicians serve primarily a non-white patient clientele, whereas only 9.5 percent of other physicians' patients are non-white.⁴ Proximity of health care is also important in assuring that Blacks and other urban poor receive adequate services.

The task ahead is clear. More Black professionals are needed, however, this will not be accomplished even in the next 20 years unless strong new efforts move more Blacks to professional school graduation. The proportional representation and the number of first year Black students in law, medical, and dental schools in Fall 1976 and 1978 was extremely low.⁵ Considering the estimated rates of completion and the difficulty Blacks have in passing the bar and professional licensing examinations, there will be an inadequate number of Blacks to practice their chosen profession.⁶ Even extremely sketchy statistics on Board results make clear the overwhelming need. What is still questionable is what proportion of the health care professionals engage in patient care as opposed to research and other employment.

To produce the ideal number of physicians, dentists, and lawyers by the year 2000, a tremendous increase will be necessary in the number of Black first-professional students in Fall 1980 and every year thereafter. Further, to obtain more master's and doctoral recipients would require a large increase in the number of students entering graduate school.

The ideal number may be too much to expect given the real world in which we live. But as Table 6 shows, even though the total number required to achieve parity seems great, if you spread that total number over all the institutions, it is no great burden for institutions to take on the additional students. However, without a strong and immediate move for change in education and counseling, in the admissions process, and in the completion rates, the problem will not be alleviated by the year 2000, and we will continue to witness those stark inequities which have persisted historically.

TABLE 6

Required First-Year Enrollment of Blacks to Achieve Parity in the Professions in 2000

Black First-Year Students in:	Required Annual Enrollment to Achieve Parity in the Year 2000	Current Enrollment-1978 Black First-Year Students		Percentage Increase Needed in Total	Average Increase Needed in Each Institution
		Total	Average/Institution		
Medical School	4,688	1,064	7*	341%	30
Dental School	1,526	280	3*	445%	21
Law School	5,007	2,021	11*	148%	18
Graduate School	62,544	37,544	47**	67%	31

* Historically Black Medical, Dental, and Law Schools were not used when calculating the average per institution. Therefore, there were 152 medical schools, 58 dental schools, and 160 law schools which were predominantly white and whose Black first-year enrollments were used to determine the average per institution. There are currently three Black medical schools (Howard U., Meharry Medical College, and the School of Medicine at Morehouse College). In 1978, these three schools enrolled 23% of the first-year Black medical students. Two Black dental schools (Howard and Meharry) enrolled 115 of the 280 first-year Black dental students. Four Black law schools (Howard, Southern, North Carolina Central, and Texas Southern Universities) enrolled 333 of the 2,021 Black first-year law students in 1978 or 16.5%.

** Historically Black Graduate Schools and their enrollments were omitted when calculating this average per institution. There were 33 Black graduate schools enrolling nearly 20% of all Black first-year graduate students in Fall 1978.

CHAPTER III

IMPLICATIONS OF FUTURE PROJECTIONS FOR HIGHER EDUCATION ON BLACK AMERICANS AND THE BLACK COLLEGES AND UNIVERSITIES

A variety of projections have been made for the future of higher education over the next two decades. While no guarantees exist that these projections will be borne out, it is necessary to examine the overall future of higher education, and that of its institutions, to provide a broader context in which recommendations on Black higher education can be made.

Many of the research institutes and policy units related to higher education tend not to focus on specific concerns relating to Blacks in higher education. Therefore, the projections made are not always applicable to Black higher education. The National Advisory Committee on Black Higher Education and Black Colleges and Universities has cited these projections, not as an endorsement, but as background for its stated goals for the higher education of Black Americans and for the Black colleges and universities, along with an assessment of the anticipated impact on Black higher education.

The Carnegie Council on Policy Studies in Higher Education took a leadership role in projecting the future of higher education in its final report entitled, Three Thousand Futures, The Next Twenty Years for Higher Education.¹ The Council's report indicates that specific outcomes in this period will depend on the way various situations are approached by the higher education establishment. While Carnegie focuses on higher education generally, it falls short in terms of addressing the full spectrum of concerns regarding Black or minority participation in higher education and does not address issues endemic to the historically Black colleges and universities. Additional projections made by the Federal Government's National Center for Education Statistics, as well as those made by researchers at the Brookings Institution, fail to include an indepth assessment of how their projections for higher education generally will impact the participation of specific racial/ethnic groups, students from lower socio-economic strata, or any subset of institutions like the historically Black colleges.²

This Advisory Committee, therefore, has reviewed some of these projections and enumerates them below with an assessment of what their impact might be on Black higher education and Black colleges.

PROJECTIONS BY MAJOR RESEARCHERS

Enrollment Declines -
Undergraduate level

COMMITTEE'S ASSESSMENT OF IMPACT ON BLACK HIGHER EDUCATION

The traditional college-going age cohort is expected to decline in the next two decades. However,

since the number of Blacks in that age cohort will not decline at the same rate as that for whites, Blacks will comprise a higher proportion of the total. Eroding that larger pool, however, will be such variables as higher drop-out rates, negative effects of competency testing, and a lack of college preparation. Enrollments at Black colleges will also decline and may be particularly severe at the public institutions undergoing desegregation.

Increased enrollment
of foreign students

Perhaps the most serious threat to Blacks will come from those "new students" who bring financial resources with them to the institutions. As money dries up, more institutions will look toward finding ways to fill their vacant seats without also dealing with finding ways to finance students. Therefore, foreign students with money from their home countries will be recruited for enrollment. Blacks, many of whom will need significant levels of financial assistance, may be secondary candidates for enrollment if sufficient financial aid is not available to sustain their enrollment.

Recruitment of part-time
time and older students

National policy seems to respond to the largest group to be affected. As the number of older and part-time students increases policy will probably dictate greater assistance to this new group of students without consideration for Black full-time students of traditional college-going ages. However, this policy direction could assist some Blacks who want to "catch-up" on educational opportunities that were not previously available if they are recruited and financed appropriately.

More programs for full-time
employees within college
rather than in industry

This trend would increase the number of part-time, non-degree seeking students, however the impact on the traditional college program will probably be minimal. For Black colleges, programs of in-service training (e.g. for teachers) or for upgrading skills of industry employees in their region could provide means by which they could expand their missions.

Recruitment of members
of minority and low-
income groups to stave
off declines

If Federal, State, and private financial aid were available to minority/low-income students, institutions would be more likely to recruit them since it would be to the institutions' advantage to fill the vacant seats expected in the next two decades.

Increased enrollments in
the community colleges

This development can spell danger for Black colleges if the community colleges attract the students that traditionally have attended Black institutions. On the other hand, by developing articulation with the two-year colleges, Black colleges can increase their upper level enrollments by accepting students who wish to transfer to four-year colleges.

Interstate migration patterns
will vary the supply of
18 year olds

For Black colleges, this will mean the necessity for stepped-up out-of-State recruiting and the development of new marketing techniques.

Increased competition for
graduate/professional
school education

Black representation in graduate and professional schools has never been anywhere near parity. Further, attainment of a graduate degree is directly related to employment opportunities in higher education where Blacks have always been underrepresented. With the influx of foreign students seeking graduate and professional education and the extreme competition for a limited number of seats, Blacks will again be screened out during the admissions process or admitted without adequate financial resources. In short, unless there are government interventions and financial assistance, the problem of underrepresentation will persist and, in certain fields, grow worse.

Predictions that there will
be an oversupply of
physicians in 1990

If policy is made based on these projections, then Black enrollment in medical schools will continue to decline. Black medical school students may not find available funding as tuition rates rise and programs are curtailed based on predictions for the white population that do not apply to Blacks.

Increased emphases on the quality of education and retention	If proper attention is given to the needs of Black students during this time of emphasizing quality and retention, then more Black students should go on through graduation, and attrition rates for Blacks should decrease.
Continued expansion of student aid programs to middle income students	As evidenced in the BEOG's program, the expansion of eligibility was not accompanied by an increase in the appropriations. Therefore, it resulted in a decrease in aid to lower income students as the pool expanded. Black students, many of whom are poor, may find more and more difficulty obtaining aid.
Movement back to awarding aid based on academic achievement and merit	This has always resulted in a negative impact on Black students because (1) awards are often based on criteria which have already proven not to measure potential success of Black students, and, (2) they tend not to reach those students who have the greatest <u>need</u> ; i.e., they go to those who are already financially able.
Shrinking tax dollars - budget cuts	This will create problems for both Black students and institutions. Student problems will result from lack of financial aid to enroll. Institutions will have to cut back on programs, faculty, and staff. Black institutions rely heavily on public funds and are particularly susceptible to these budget cuts especially in light of energy costs and inflation.
Impact of enrollment losses on tuition revenues	As enrollments decline, most institutions will lose a significant part of their revenues which are expended for educational purposes. In the case of Black colleges, this will mean that significant financial aid revenues will also be lost and since a greater proportion of their revenues come from tuition, they are likely to experience budget deficits.

Reduction in number of
faculty

In a time when faculty are not being retained and only the tenured survive, efforts at keeping and moving more Blacks into faculty and administrative positions in non-HBC institutions will be difficult. The "last hired - first fired" rule will apply here and few additional efforts to recruit and hire more Blacks will occur unless mandated by the Federal Government.

Emphases on institutional
management, more monitoring
of usage of Federal funds

Over the last 10 years, Federal funds were provided to HBC's to upgrade their institutional management capabilities. In the middle of this process, the Federal government has undertaken stringent reviews of all Federal programs which have had a significant impact on HBC's. Efforts to stem abuses in the financial aid program have resulted in an undue burden on both Black students and Black institutions. Student applications were bogged down in computer checks and even if there was no fraud, it prevented eligible students from receiving aid. HBC's have proportionately more students on financial aid but have never been given the appropriate administrative cost allowances. If paperwork increases in the future without an increase in administrative cost allowances, the problems will escalate.

Vigorous State-level planning
for higher education

This is a necessity but will require involvement of Blacks, especially on State-level commissions and boards, if the interests of Black students and Black institutions are to be served.

Uncertainties of institutional
mission in State "teacher's
colleges"

This uncertainty will impact a number of HBC's whose initial mission was teacher education. While many are expanding their curricula, they will be nurturing newly developing programs at a time when so much of higher education will be unstable. Further, it is important that they don't replace one field with another that will soon outlive its usefulness.

A number of the future projections, if actualized, will have devastating impacts on Black Americans--unless there is planning to counter the adverse effects. The predictions for higher education enrollment of the general population between the ages of 16 and 24 are not expected to apply to Black youth since the Black population in that age cohort will not decline at the same rate as the rest of the population in that age cohort (see Chapter I, page 5). Further, the trends projected for the general population in higher education normally relate to white students, since they comprise the largest proportion of the total. Therefore, any indication of a decline in the general population or a surplus in certain sectors or fields must not automatically be considered applicable, across the board, for Black Americans. Black Americans do not have a surplus in any academic field of endeavor or profession.

A major concern is what proportion of Black America will be available and prepared for college level work. And, what will lack of college training do to the overall economic status of the Black population.

The Federal financial aid policies will largely determine the ability of Blacks to enroll in college since many Black students come from a lower economic status than most college students and would not be able to attend any institution without financial aid. An important question in this area is, how does financial aid affect students' choice among the various types of institutions? While more study is needed on this difficult question, the following findings seem to be consistent among most studies: (a) financial aid has a much greater effect on the probability of attendance among low-income than among high-income students; (b) tuition has no discernable effect on the high-income person's probability of attendance; (c) being awarded a grant has a much more significant impact on college decisions than does the amount of the award itself, within a range of \$200 and \$1,200. Thus the eligibility patterns for grant assistance may be more important than the magnitude of funding; (d) there is almost no evidence to support the belief that a person accepted at both a relatively high cost and lower cost college will always choose the lower cost institution; (e) when compared with grants and work-study programs, loans may act as a negative incentive and, in fact, may discourage a student from entering college; (f) the costs of attending various institutions seem to influence students differently depending on their ability levels; students in the lower two-fifths of ability levels are more likely to enroll in a college with lower costs while the upper level ability students do not seem affected by price differentials; and (g) college choice reflects more than cost, although evidence exists that financial aid is probably an efficient way of increasing access and choice in higher education.³

It appears from the above, that the main impact of financial aid is upon lower-income students, and that the granting of that aid has the largest impact upon college attendance. The key to the availability of financial aid will rest not only on the dollars available but to what extent those funds are to be spread among a larger pool of eligibles. A potential plus for Black students however, is the fact that they will be a larger proportion of the college-going age cohort as the next two decades unfold. If the part-time, older, and other new groups of students are not able to benefit from the dollars available (for example, if legislation continues

to give emphasis to full-time students), then Black students of traditional college-going age may be in a good position to reap the benefits of many of the aid programs. This could significantly increase the rate of Black student enrollment at the undergraduate level. On the other hand, if the income ceiling continues to be raised, the proportion of aid going to Black students could be significantly reduced.

Increasing the retention rates in higher education institutions can be advantageous to Black students. The attrition rate of Blacks tends to be higher than that for white students.⁴ If programs instituted to increase retention consider the unique needs of Black students as part of the diverse student bodies expected, then one would anticipate an increased rate of graduation for those students who do manage to enroll, and a subsequent increase in the pool of Black students available for graduate and professional school education.

At the post-baccalaureate levels, competition will be keen. Carnegie projects that there will not be the same declines as those evidenced at the undergraduate level.⁵ Further, with the influx of more foreign students bringing with them the money to enroll at this level, the impact on Black students will be severe. Already we have seen declines of 5.2 percent in Black (degree-seeking) enrollment at the graduate school level between 1976 and 1978.

While in an earlier period, all or most of the qualified applicants to law and medical schools could be admitted, only about one applicant in three has been accepted in recent years. Thus, the steep rise in demand for professional school education has lessened the availability of those institutions to Blacks. The number of Black students in professional and graduate schools remains low. With the latitude left by Bakke it can be said with confidence that no school that genuinely wishes to pursue affirmative action goals is forbidden by the law from doing so.⁶

While Federal and other financial aid programs will be required to assist in increasing the representation of Blacks in graduate and professional schools, as well as in particular fields, promoting and sustaining increases will require more affirmative action efforts. Institutions must revamp their admission criteria so that test scores are not the sole reason for denying admission to Blacks who show the propensity to succeed under less-biased criteria.

Occupational needs and skill requirements will impact the future needs for the higher education of Black Americans as well as provide some direction for policy makers who wish to target programs in specific fields. The next chapter of this report details areas anticipated for growth in the next decade and highlights areas of low representation of Blacks where the biggest return can be realized. Employment opportunities in many fields will require more education as one criterion for hiring and promotion. Special attention must be directed to assuring that needed skills are acquired.

Retrenchment will be especially serious for affirmative action efforts to get more Blacks in faculty and administrative positions. The willingness to do so in better times has been questionable. Staff reductions will

respond to declines in enrollment, and the likelihood of large numbers of Black faculty and administrators being hired is slim, unless there is an incentive for institutions to do so. Nevertheless, efforts to increase the number of Blacks with graduate degrees in specific fields will enhance their qualifications to assume the places which will be available in various disciplines, for example, the food and agricultural sciences.

The forecasts for the health of higher education institutions in the next two decades are especially significant for Black colleges and universities. Enrollment losses, rising costs, and lack of adequate financial support will take a toll unless careful planning addresses the future needs. Some historically Black colleges will also experience changes in their student bodies. These institutions may expand their missions and make curriculum changes to synchronize their offerings with the employment needs. To do this while continuing to respond to the needs of Black students will become especially crucial.

Black colleges have developed the state of the art in terms of responding to the needs of a diverse student body and assuring that retention and graduation rates remain high. These HBC's can assist other sectors of higher education to do likewise.

CHAPTER IV

Projections on the Labor Force: Economic and Educational Implications for Black America

Progress has always been a watchword for American society. Aspirations and attainment are measured in the context of past reality and future objectives. For Blacks in 1980, progress is gauged chiefly by educational access and economic opportunity. Continued advancement along these lines is a pivotal concern for Blacks and whites alike. If Blacks are to sustain their momentum and reap more fully the rewards of higher education, it is imperative to be aware of and adjust to the changes that can be expected in the economic structure in the last quarter of the twentieth century. Employment trends, especially in view of the areas where Blacks have been underrepresented as well as significantly represented, clearly suggest recommendations, policies, and strategies needed to ensure increased Black participation at all levels of the American economic system.

The next twenty-years will witness significant changes in the composition and distribution of America's population. By 1985, the last remnants of the post-World War II baby boom will have entered the labor pool.¹ This will result in a marked slowdown in the expansion of the labor force from a growth rate of 2.1 percent projected between 1977-80 to 1.6 percent between 1980-85 and 1.1 percent between 1985-90.² Because of this decline, it is expected that America's economy will approach full employment, defined by an unemployment rate of 4.0 percent, by 1990.³ This trend has sparked Worldwatch Institute to predict that the United States will have settled the major part of its recent unemployment crisis and may even face labor shortages in some industries in the late 1980's and 90's.⁴ These predictions, as usual, do not consider separately the unemployment rate of Blacks which has always been higher than the norm. Another important feature of the population dynamics to be witnessed in the near future is the aging of America.⁵ The drop in the birth rate during the 1960's will result in a sharp decline in the number of youths in the next decade. As a consequence, there is expected to be a sharp increase in demand for services (especially in health care), less government expenditures for education due to declining school enrollments, and more consumer purchase demand as a larger proportion of the populace enters the labor force. The Black population will mirror some of these demographic changes but stands to vary significantly in unemployment and occupational opportunity, unless new priorities are implemented for the education of Blacks.

If current trends continue, Blacks will lag far behind whites in all aspects of the economic structure. Black unemployment has remained virtually unchanged since the recession of 1973-75, declining only 6 percent in contrast to 32 percent among whites.⁶ Black men have experienced greater losses in labor force activity than any other group, 87 percent participation in 1948 compared to 72 percent in 1975.⁷ While the Black labor force has grown, the jobless-rate differential between Blacks and whites has widened; Black rate 1.9 times white rate in 1975, 2.2 in 1977 and 2.4 in 1978.⁸

On the other side of the coin, Black representation in the professions has increased but continues to be minimal; in 1976, Blacks comprised less than 3 percent of all physicians and surgeons, 1.5 percent of all lawyers and judges, 2.2 percent of all dentists, and 1 percent of all engineers.⁹ A significant portion of Blacks are still concentrated in low-skilled, unskilled, and service occupations, evidence of which can be seen from the fact that Blacks comprise 37.6 percent of all private household workers and 37.8 percent of all cleaning service workers.¹⁰

Higher education will also reflect the economic and social changes projected for the 1980's and 90's. The rapid growth in the number of college graduates has already resulted in keen competition for jobs that traditionally required a college degree. Because there are not enough openings to absorb the larger number of job seekers, more and more graduates have been forced to enter occupations not previously sought by persons with college degrees. It is estimated by the Bureau of Labor Statistics that about 25 percent of the graduates who entered the labor force between 1969 and 1976 have accepted jobs not commensurate with their education or were unemployed.¹¹ The outlook for graduates in the 1980's is no less disheartening. Although conditions should improve in the 1990's, graduates in the mid-80's will face job market conditions very similar to the early and mid-70's. By 1985, there will be 10.4 million graduates competing for 7.7 million traditional job openings.¹² Consequently, many will have to work harder at finding jobs and more willing to accept occupations and conditions of employment not of their choice (or face unemployment) than were graduates during the 1960's. Furthermore, many graduates will face unprecedented competition from the community and junior college graduates who have learned job-related technical skills through their associates programs.

The prospects for persons with advanced degrees are even less promising. The Bureau of Labor Statistics predicts that between 1976 and 1985 over 332,000 new Ph.D. recipients will compete for 192,800 job openings. When new recipients are combined with those Ph.D.'s already employed but looking for other jobs, it is estimated that only 48 percent of those seeking traditional Ph.D. jobs will be absorbed.¹³ Even in the expanding areas of science and engineering, the oversupply of Ph.D.'s will be felt. In a recent study, the National Science Foundation projects that by 1987, about 17 percent (or 70,000) of all science and engineering doctorates, and 25 percent of those who receive their degrees between 1977 and 1987 will not be employed in related activities.¹⁴ Because of increased competition and dwindling enrollments, there has been a marked shift in employment plans among Ph.D.'s from academic to non-academic areas in which private industry and research and development offer the best opportunities. Whereas the prospects for science and engineering doctorates in non-traditional, non-academic occupations remain good, those with humanities Ph.D.'s face reduced opportunities in academic as well as non-academic occupations.¹⁵ One critic, Darcy O'Brien, blames the American education establishment for this glut of humanities Ph.D.'s, citing studies that contend that in 1995 only one in six humanities doctorates will be able to secure an academic position.¹⁶

As one might expect, the fate of Blacks in higher education is even more precarious than the situation as a whole. First of all, as some critics have pointed out, because of the effects of discrimination, equivalent levels of education are no guarantees for equivalent occupational levels. Rather Black occupational advances depend more on non-educational forces such as the Viet Nam War, social reforms, and government intervention. For the future this would seem to reduce further the already limited number of job opportunities for Blacks with associate and baccalaureate degrees.

Despite recent increases in the number of Blacks enrolled in business/management curricula at all degree levels, education and social sciences remain the principle fields of concentration for the majority of Black students in higher education. Since both areas will offer severely reduced academic and non-academic occupational opportunities in the 1980's and 90's, this lack of educational diversification seems to doom Black graduates to an ever-decreasing portion of the job market. Similarly, the trends predicted for those with advanced degrees portend increasingly keen competition for Black Ph.D. recipients. Of all doctorates awarded to Blacks in 1978, 56.7 percent were in education and 18.6 percent were in the social sciences.¹⁷ Furthermore, 63.7 percent of all Black doctorates stated that they expected to use their degrees to secure employment in educational institutions as opposed to only 4.9 percent who planned to seek industry or business employment.¹⁸ Because of declining enrollments and recent extensions in the mandatory age of retirement, not only will demand be less but, according to the American Council on Education, there could be nearly two-thirds fewer openings for new faculty members in 1990.¹⁹

Industrial projections for the next twenty-five years indicate changing priorities as demographic changes begin to affect productivity and demand. White-collar workers, which included more than 90 percent of all college graduates in 1976, will comprise over 50 percent of the entire work force by the mid-1980's.²⁰ As stated previously, Blacks have been underrepresented in all sectors of white-collar, professional and technical occupations and much needs to be done to insure that Blacks will profit from the expansion of these employment opportunities. Blacks have not shared proportionately in some of the fastest-growing occupations for graduates of two- and four-year colleges (see Tables 7 & 8). The growth rates of high paying (professional and technical) occupations which require advanced degrees are accompanied by even less Black participation (see Table 9).

Through the 1980's the concerns for energy, the environment, increased technical complexity, and health care will contribute to the growing demand for scientists, engineers, technicians, and medical practitioners. Because supply will exceed demand, professions such as teaching, art, entertainment, and oceanography will offer less favorable prospects.²¹ Management and administration is expected to grow by 21 percent between 1976 and 1985. The service industries will offer more jobs than the less expansionary manufacturing industries as the economy grows and firms rely more heavily on trained management specialists. Especially promising areas will be insurance, real estate, and finance where banking and credit agencies will prosper as more services are offered and credit is relied

upon more extensively. Black businesses should share in this expansion and make further inroads into the growth areas of energy, communications, environment and technology.²² Two other white-collar occupations, sales and clerical work, will become more viable options for college graduates who cannot find employment in traditional professions due to increased competition.

In conclusion, it appears that changing priorities within American society will have a great impact on employment opportunities for all college graduates. But it must be mentioned that there are inherent weaknesses in relying too heavily on projections. Such methods can be (and have been) wrong in their assumptions and weighting of forecasting features. Factors that are emerging only now, such as the acceleration in the number of two-year college students in terminal programs and the effect on four-year college enrollment, cannot be portrayed in fully reliable perspective for even the near future.²³ Any discussion of overrepresentation of Blacks in specific fields of higher education is by definition a cloudy issue. While recent progress has been made, the proportion of Blacks in any profession is still significantly lower than the proportion of Blacks in the total population.

Labor projections for the next twenty-five years underscore the urgency for Blacks to become more immersed in science and technology curricula, to maintain current levels in business and management, and to grow less dependent on the fields of education and the social sciences. Black underrepresentation is most acute in those fields which offer the best opportunities for the future, and Black representation is most pronounced in areas where prospects will be greatly reduced. The proportion of Black graduates, at the associate, baccalaureate, and advanced degree levels, remains low in the high growth fields of engineering, health practices and administration, physical and natural sciences, and computer sciences.²⁴ Similarly, underrepresentation continues to be a problem in law and all branches of the medical profession - dentistry, optometry, pharmacy, podiatry, and osteopathic medicine. Progress in business/management notwithstanding, the majority of Black students in higher education remain concentrated in education and social sciences, both of which will be less in demand in the next twenty-five years. In 1976-77 these two fields of study included 39.7 percent of all Black baccalaureate degrees, 65.0 percent of all masters, and 64.0 percent of all doctorates.²⁵

Affirmative action and equal opportunity mandates have begun to increase Black participation in traditional areas of underrepresentation. If these commitments are not maintained, the effects on Black prospects for employment could be disastrous. Retrenchment in affirmative action could mean not only a reduction in the number of jobs available to Blacks but, as education equity continues to progress, an increase in the number of educationally qualified Blacks who will be frustrated in their efforts to find careers commensurate with their talents and skills. For the future, the momentum need not just be maintained but must be stepped up so that Black graduates have the same opportunity as whites to use their academic credentials in relevant occupational areas.

TABLE 7

Representation of Minorities in High Growth Occupations and Related Degrees Conferred: Associates

Occupation (By REGIS Group)	Expected Growth Rate, 1978-1990	1979 % Minority Representation in Occupations	1976-77 % Representation of Degrees Conferred		
			Total	U.S. Minorities Black	Non-Resident White Alien
5000. Business & Commerce Tech.			16.7	9.9	0.8
Secretaries	45.4	6.6			82.5
Sales Managers ¹	33.0	4.7			
Statistical Clerks	26.0	12.3			
Other Technicians ²	25.1	4.6			
(Ex. Sci. Health, Eng.)					
Payroll & Timekeeping	11.8	8.5			
5100. Data Processing Tech.					
Data Processing Machine Rep. ¹	92.5	9.9	18.6	11.4	1.4
Computer Peripheral Equipment ¹	36.0	13.0			80.1
5200. Health Services and Paramedical Tech.					
Dental Hygienists	85.7	2.3			
Dental Assistants	50.0	4.5			
Dental Lab. Tech.	48.9	9.3			
Radiologic Tech. ²	40.0	7.7			
Other Health Tech. ²	25.1	13.2	13.2	7.8	0.3
5300. Mechanical & Engineering Tech.					
Phot engraver & Lithographer	27.4	7.5	15.1	8.1	0.8
Chemical Technician ²	25.1	9.5			84.1
Other Engineering & Science Tech. ²	25.1	8.7			
Drafters	24.0	7.5			
Tool & Die Makers	23.5	3.5			
Electricians	20.7	5.5			
Surveyors	20.0	2.4			
Heavy Equipment and Diesel Mech. ¹	18.0	6.7			
Aircraft Mechanics ³	10.1	7.3			
5400. Natural Science Tech.					
Agricultural & Biological Tech. ²	25.1	12.5	7.4	3.6	0.4
5500. Public Service Related Tech.					
Other Professions and Tech. Workers	60.1	NA	17.5	9.6	0.4
Workers ¹					82.0

(1) Growth figures through 1985; 1990 figures not available.

(2) Growth figures for these occupations are listed together as a composite.

(3) Although growth projected is lower than 15% minimum, occupation is included because 1985 projections are over 15%.

SOURCE: Unpublished data, U.S. Bureau of Labor Statistics; OCR, Data on Earned Degrees Conferred, 1976-77

TABLE 8

Representation of Minorities in High Growth Occupations and Related Degrees Conferred: Baccalaureates

Occupation (By HEGIS Group)	Expected Growth Rate, 1978-1990	1979 % Minority Representation in Occupations	1976-77 % Representation of Baccalaureate Degrees Conferred			
			U.S. Minorities			
			Total	Black	Non-Resident Alien	White
0100. Agriculture & Natural Resources			4.1	1.4	2.1	93.8
Foresters & Conservationists	21.2	3.5				
0500. Business & Management			11.2	6.5	2.2	86.6
Bank Officers & Finance Mgt. Office Managers ¹	54.5 40.0	5.0 2.2				
Accountants	29.4	8.4				
Sales Managers, ex. Retail Trade ¹	28.0	3.5				
Public Relations Specialists	24.4	3.8				
Personnel & Labor Relations Wks.	16.8	10.2				
0700. Computer & Information Science			10.2	5.7	4.1	85.7
Other Computer Spec. (Systems Anal.) Computer Programmer	57.4 29.6	8.3 8.1				
1200. Health Professions			9.8	5.4	1.1	89.1
Health Administrators Registered Nurses	57.1 49.9	7.0 11.4				
1300 Home Economics			10.1	6.0	1.1	88.8
Dieticians	42.9	3.8				
1700. Mathematics			9.6	5.0	2.2	88.1
Mathematicians & Actuaries	21.2	0.0				
2100 Public Affairs & Services			15.0	9.7	0.5	84.5
Officials & Administrators, Public ¹	27.1	10.0				
Undefined						
Airline Pilot	43.9	1.4				
Airtraffic Controller	23.9	9.4				

(1) Growth figures through 1985; 1990 figures not available.

SOURCE: OCR, Degrees Conferred 1976-77; and unpublished U.S. Bureau of Labor Statistics data.

Table 9

Representation of Minorities in High Growth Occupations and Related Degrees Conferred: Advanced Degrees

Occupation (in Declining Order of 1990 Expected Growth)	Expected Growth Rate 1990	1979 % Minority Representation in Occupations	1978-1979 % Representation of Degrees Conferred			
			U. S. Minorities			White
			Total	Black	Non-Resident Alien	
Adult Ed. Teachers ¹	45.0	7.9	9.0	5.4	6.6	80.8
School Administrators ¹	43.0	11.6	14.4	10.5	4.6	76.1
Architects ²	42.6	9.5	15.1	11.0	26.0	58.9
Economists	39.2	4.2	6.4	1.2	25.1	59.4
Physicians, Med. & Osteo.	38.1	9.5	9.9	5.2	1.1	89.0
Pharmacists	37.0	9.6	24.9	1.9	4.2	71.0
Engineers, Other (Aero., Materials, Mining, Pet.)	36.4	4.9	14.5	0.4	41.0	37.6
Veterinarians	35.6	2.9	3.8	1.8	0.3	96.0
Geologists	35.5	2.5	5.3	0.5	11.0	77.4
Statisticians (Math)	35.2	11.5	11.5	0.6	22.4	63.0
Psychologists	32.1	5.5	6.9	3.7	2.3	81.5
Dentists	29.2	4.6	8.8	3.9	1.6	89.6
Engineers, Industrial	26.0	6.5	10.8	0.0	27.7	49.4
Other Life & Physical Sciences	25.7	5.1	6.8	1.6	21.8	64.0
Lawyers	25.0	2.5	8.1	3.9	0.5	91.4
Biological Scientists	24.9	7.3	7.1	1.0	8.0	77.2
Chemists	24.0	11.2	10.3	1.9	13.3	69.1
Engineers, Civil	22.0	7.4	10.6	0.8	45.3	38.1
Engineers, Electrical	21.5	7.3	18.0	1.3	25.9	47.7
Engineers, Chemical	20.0	5.4	15.3	0.3	34.1	45.6
Engineers, Mechanical	19.1	5.1	13.8	0.4	30.9	49.6
Other Social Scientists (Pol. Sci., Soc., Urban Planning)	17.3	7.4	10.5	4.8	11.4	70.4
Librarians/Info. Sciences ³	12.7	8.5	9.1	4.5	12.1	68.2
Physicists & Astron. ³	7.0	8.7	8.0	0.7	18.7	62.2

NOTE: Data for physicians, pharmacists, veterinarians, dentists and lawyers are for first professional degrees, (OCR, 1976-77). All others are for doctorates. Also, percentages of doctorate degrees conferred by race/citizenship may not equal 100.0 because total includes degrees awarded to persons not reporting race/citizenship in NRC data.

(1) Growth figures through 1985; 1990 figures not available.

(2) Percentages for architects are derived from OCR 1976-77 data.

(3) Although growth projected is lower than 15% minimum, occupation is included because 1985 projections are over 15%.

SOURCE: OCR, Degrees Conferred 1976-77 and staff analysis of NRC, Summary Report, 1979; and unpublished data, U.S. Bureau of Labor Statistics.

CHAPTER V

Long Range Goals for the Higher Education of Black Americans and and Black Colleges and Universities

This Committee solicited input from a number of organizations and individuals outside of its membership. The purpose of this activity was to secure ideas from a broad cross-section of the Black community generally and the higher education sector, in particular, regarding future courses of action to increase the number of Black Americans in higher education.

In August and September of 1979, a letter was sent out to 80 people representing organizations ranging from the traditional associations which have spearheaded the cause of the historically Black colleges to the political and civil rights organizations which have similar goals, although their emphases may be in different arenas. The overall response rate was 56 percent. Many of these responses indicated general agreement without providing additional input. Forty-three (43) percent of those asked to respond (or 34 individuals/organizations) provided substantive input. The following listing provides information on those respondents:

<u>Type of Organization</u>	<u>No. of Respondents</u>
A. <u>Colleges and Universities</u>	
1. Historically Black Colleges and Universities	2
2. Newer Predominantly Black Colleges	
(a) Community Colleges	2
(b) Four-year Institutions	2
3. Predominantly White Institutions	1
B. <u>Associations and Organizations</u>	
1. Higher Education	
(a) Predominantly Black	8
(b) General	4
2. Elementary and Secondary	2
3. Civil Rights or General Education Organizations	2
4. Specialized Associations (e.g., Professional, Political)	
(a) Predominantly Black	3
(b) General	1

5. Student Groups	0
C. <u>Other</u>	
1. Foundations	1
2. Noted Individuals	5
3. Testing Industry	1
4. Congressional Black Caucus	<u>0</u>
Total Respondents	34

Information gleaned was useful in proposing the activities that must occur to reach the goals that have been stated in this chapter. In some cases, pilot projects are underway at a number of the organizations which responded, and those successful projects could be replicated for a larger number of institutions or students if more financial resources were available.

Overall, many of the concerns raised were not new and there was general agreement on some basic needs which have yet to be addressed. Many of the responses indicated the need for reduction of the time span of 25 years. Many suggested a 5-10 year plan, and noted that efforts to address the problems should be stepped up. As one respondent stated, "some of the problem areas have persisted for a long time and been studied very much if not always as well as we would wish". Emphasis was placed on the need for defining parity beyond broad averages so that attention is paid to the "residual pockets of disadvantage" which will continue to exist "even if the average situation improves". Thus, it is important to shape the activities over the next 20-25 years in a way that attacks the systemic problems, while at the same time focusing on those students who continue to be the victims of an unresponsive educational system which in itself is symptomatic of the larger problems of discrimination and inequality in America.

Six major goal areas have been identified by the Committee. These span a variety of issues and levels of involvement. Many of these goals have been stated before, but efforts to address them have been minimum. Some efforts to reach those goals have been successful, while others have suffered from a lack of resources and commitment. This Committee has stated the broad goal in each category and provides specific suggestions of needed action to reach the stated goal. In addition, the locus of responsibility has been noted (see Chart on page 34).

This report is addressed to officials of the U.S. Education Department. However, many of the goals require cooperative efforts by other sectors or may require Federal government leadership to encourage action by State, local and non-governmental entities. Therefore, the recommended processes and the units of primary responsibility have been broadened to include more than Education Department functions.

The recommended "blueprints for action" are intended to increase and enhance Black participation at all levels of higher education and assure the continued viability of the historically Black colleges.

- o Major changes are required at the elementary and secondary school levels since academic preparation, counseling, and motivational factors in the early years directly impact the ability of students to pursue a college education.
- o At the higher education level, not only must enrollments increase but students must be assisted in the successful completion of their studies. Problems evidenced at the undergraduate level suggest that in addition to more and better financial aid funds, there is a need for support services, especially in the freshman year.
- o Increasing the number of Black faculty and administrators is key not only from the equality of employment viewpoint but also to provide role models and a more supportive environment for Black students, particularly at predominantly white institutions.
- o Any efforts to enhance the historically Black colleges and universities will not only assure their continued viability as institutions but will assist them in their disproportionate contribution to the higher education of Black Americans generally and low-income students in particular.
- o Research and development funding must be increased to Black institutions and researchers. In addition, data collection and analysis efforts must be improved so that measures of equity can be established and evaluated on a regular basis.

Finally, recommendations on implementing those specific actions are noted.

MAJOR GOALS, RECOMMENDED BLUEPRINTS FOR ACTION AND RESPONSIBLE AGENTS FOR ACHIEVING EQUITY
IN HIGHER EDUCATION FOR BLACK AMERICANS AND THE HISTORICALLY BLACK COLLEGES

<u>MAJOR GOAL</u>	<u>RECOMMENDED BLUEPRINTS FOR ACTION</u>	<u>RESPONSIBLE AGENT*</u>
1. <u>Elementary & Secondary Education</u> -	Place greater emphasis on correcting problems at elementary school level with adequate follow-through. Replicate successful "special" projects.	Department of Education (ED), States and local school systems.
o Increase the pool of Black high school graduates prepared to enroll in higher education.	Improve quality and effectiveness of teaching at elementary and secondary school levels. Provide special compensation to attract and retain committed professionals.	
	Increase the number of counselors in the public schools, take the focus of their work away from activities related to discipline and direct their services toward responding to students' academic development needs.	"
	Provide counselors with training to help them in assisting Black students in understanding future labor market needs, selection of type of institution and field of study.	
	Allocate extra resources to predominantly Black high schools with large populations of low-income students.	"
	Provide for more parent education and involvement in the career development process.	
	Improve articulation between high schools and colleges to assist local schools and improve teacher education in colleges.	ED and institutions
	Reduce student-teacher ratios in the public schools where the ratios are disproportionately high.	ED, States, and local school systems.
	Conduct research to determine how Black students make choices concerning career patterns after high school and fields of study in college and develop ways to improve that decision-making process.	"

*Some of the specific actions recommended can be supported by a variety of different entities, both public and private. However, in many cases, leadership should come from the Federal government since solutions are being sought for critical National problems.

<u>MAJOR GOAL</u>	<u>RECOMMENDED BLUEPRINTS FOR ACTION</u>	<u>RESPONSIBLE AGENT</u>
2. <u>Black Students in Higher Education</u>		
a. Undergraduate level		
o Increase the number of Black students who enroll in higher education institutions overall and in degree-seeking programs in particular.	Increase enrollment of Blacks in predominantly white colleges and universities.	Higher education institutions.
o Expand the proportion of Blacks obtaining degrees in the scientific and technical fields.	Increase enrollments at the historically Black colleges and universities.	Higher education institutions.
	Develop programs to increase Black participation in scientific and technical fields, modeled after successful programs started by associations and industry.	ED and private sector.
	Increase funding levels in academic support services at the first two-years of baccalaureate training, with particular emphasis on the first six months.	ED and States
	Improve academic articulation between the two-year and historically Black and white four-year colleges.	State government and institutions.
	Provide financial incentives to encourage Black students to transfer from the two-year to the four-year college, after completing their first two-years.	ED and States.
	Increase funding to community colleges, specifically to increase baccalaureate transfer programs for Black students.	ED and States.
	Develop cooperative work-study curricula within the two-year college sector and assure skills development in areas of high demand in the labor force.	States and institutions.
	Devise financial aid policies which respond to needs of students from lower-socio-economic levels.	ED and States.
	Provide more effective affirmative action activities and programs.	ED, States and institutions.
b. Graduate and Professional School level		
o Increase the number of Blacks enrolling at the masters and doctoral levels.	Provide more access for Blacks to sources of funding for graduate and postdoctoral study.	ED and institutions.
	Increase opportunities for fellowships and research and teaching assistantships for Black students.	ED and institutions.
o Increase Black enrollment in the professional schools.	Provide supplemental funding to Black graduate students to enable them to complete their programs in a normal time frame.	Federal Government.
o Increase postdoctoral research and study opportunities for Blacks.	Increase the number of Blacks enrolled in full-time, degree-seeking programs.	Higher education institutions.

<u>MAJOR GOAL</u>	<u>RECOMMENDED BLUEPRINTS FOR ACTION</u>	<u>RESPONSIBLE AGENT</u>
c. Retention and Graduation	o Increase retention and graduation rates of Black students at all levels of higher education.	States and institutions.
	Provide more effective academic and psychological support systems for Black students at traditionally white institutions.	Institutions.
	Provide ongoing orientation of white administrators and faculty to the special needs of Black students.	Institutions.
	Broadly disseminate the successful programs which have demonstrated increases in student retention.	ED
	Provide services for the special needs of Black students with children.	States and institutions.
3. <u>Black Faculty and Staff in Higher Education</u>	o Increase the representation of Blacks in positions which carry broader responsibilities within the higher education institutions.	Institutions.
	Investigate and devise means of achieving equity for Black faculty and staff in appointments, promotions, tenure, and salaries.	ED and institutions.
	Assure that the racial composition of newer predominantly Black college staff more closely reflects the racial composition of their student bodies.	ED, States, and institutions.
	Create appropriate mechanisms for the exchange of faculty and administrators between Black and white institutions. A similar mechanism between high schools and colleges would be advantageous.	Institutions.
	Develop means to increase faculty renewal at the historically Black colleges. Programs are needed to assist HBC faculty in obtaining doctorates.	ED funding, institutional implementation.
	Develop mechanisms to support scholarly and research careers, in recognition of extraordinary teaching, advising, and service demands placed on Black faculty.	Federal Government
	Recruit Black faculty (for predominantly white institutions) whose highest degree is at the master's level and provide support for their pursuit of the doctorate degree.	Higher education institutions.

<u>MAJOR GOAL</u>	<u>RECOMMENDED BLUEPRINTS FOR ACTION</u>	<u>RESPONSIBLE AGENT</u>
4. <u>Historically Black Colleges and Universities (HBC's)</u>		
o Enhance the viability of the HBC's as significant contributors to increasing the participation of Blacks in higher education.	Utilize the HBC's as leaders in the improvement of teacher training to assist in correcting the ills of the Nation's classrooms.	ED, States, and institutions
	Develop new concepts of desegregation that cease the discussion of whether Black colleges should exist and work toward increasing Black leadership in higher education.	ED, States, and institutions.
	Improve participation of HBC's in all Federal agency grant programs and increase funding levels.	President, ED, and Congress.
	Provide more Federal funds for additional faculty training, library materials and laboratory equipment, curriculum planning, physical plant development, and scholarship funds at the HBC's	Federal Government, both branches.
	Recommit Title III for Black colleges.	ED and Congress.
	Strengthen the Title III assisting agencies for better delivery of services to HBC's.	ED and private sector.
	Build endowments at the HBC's.	Institutions and private sector.
	Assist in making HBC's centers for regional and local economic and social development.	ED, States, and institutions.

<u>MAJOR GOAL</u>	<u>RECOMMENDED BLUEPRINTS FOR ACTION</u>	<u>RESPONSIBLE AGENT</u>
5. <u>Research and Equity</u>	Educate and sensitize government agency personnel to assist in the destruction of widespread stereotypes and misinformation regarding Black participation in higher education.	President and ED.
o Increase the participation of Black Americans and the HBC's in research and development activities.	Utilize Black researchers to assist in the redefinition of the types of data needed to support an assessment of equity for Blacks in higher education and the types of analyses required to monitor equity.	ED (NIE) and private sector.
o Strengthen data collection activities related to the determination of equity for Black Americans in higher education.	Develop a solid and reliable data base and a broad research effort on Blacks in higher education through the establishment of a National Research Center on Black Higher Education within an HBC.	Federal Government
	Include retention data on Black students in data collection efforts in higher education.	ED, States, and institutions.
	Research the policies of funding Black students at the undergraduate and graduate levels.	ED (NIE) and States.
	Increase the involvement of Blacks in research and data acquisition projects, particularly where the focus is on topics relating to Black people.	ED and private sector.
	Develop pool of Black researchers through a different concept of funding and set-asides in existing programs.	Federal Government and private sector.
	Increase research and development funds to the historically Black colleges by providing set-asides.	Federal Government and private sector.
6. <u>Implementation</u>	Develop capacity building mechanisms.	Federal and State agencies and private sector.
o Institutionalize participation of Blacks in policy development and decision-making positions in the education establishment.	Increase the number of Black staff at responsible levels comparable to grade 14 and above in the Federal system and excepted appointments in management and research administration.	Federal and State agencies.

In 1947, the President's Commission on Higher Education issued a six-volume report entitled, Higher Education for American Democracy.¹ Some excerpts follow:

"And (these goals) pose a truly staggering job for the colleges and universities. But it can be done. The necessary intelligence and ability exist. What we need is awareness of the urgency of the task, the will and the courage to tackle it, and a wholehearted commitment to its successful performance."

"By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the Nation of a vast amount of potential leadership and potential social competence which it sorely needs."

"Equal opportunity for education does not mean equal or identical education for all individuals. It means, rather, that education at all levels shall be available equally to every qualified person."

"The first condition toward equality of opportunity for a college education can only be satisfied when every qualified young person, irrespective of race, creed, color, sex, national origin, or economic status is assured of the opportunity for a good high school education in an accredited institution."

"Also, in order that the high school experience in terms of both educational and employment opportunities may become most effective there should be available adequate counseling and guidance throughout the high school period."

"...It should be an explicit requirement in the legislation on appropriating Federal funds that they only be accorded to those institutions where discriminatory practices do not exist."

These are but a few of the findings and recommendations cited over thirty years ago that emphasize there are still unfinished tasks. This Committee has reviewed the status of Blacks in higher education and the historically Black colleges and universities and has arrived at similar conclusions in 1980.

There is an immediate need to assure that the concerns which have been identified by the Committee do not continue into the 21st century. With that in mind, recommendations are offered for mechanisms which will assist in assuring implementation of the many recommendations made as well as vehicles for updating them as the condition of higher education changes.

Past failure to implement recommendations, here restated by the Committee, are due to the absence of a sufficiently large cadre of personnel in Federal policy positions who are sensitive to the root issues of equity, parity and access. The ultimate solution would be to assure full participation of Blacks (and others sensitive to the needs of Black higher education) within offices at the level of the Secretary and Assistant Secretaries, the General Counsel, Inspector General, Budget, Policy and Program Planning, and Grants and Procurement Management, throughout the Federal government. Laws and regulations are no better than the people who administer them. The benefits which should accrue to Blacks in higher education will only be realized if there are more sensitive people involved at policy and administrative levels within the Federal government.

Without relevant information and constructive thought to Black higher education and Black colleges, policy decisions affecting over one million Black Americans in higher education and 100 historically Black colleges and universities will continue to be made in a relative vacuum.

There should be an annual evaluation component with required reports so that the Federal government (1) can measure what has been done, and (2) assess the impact of what has been done in achieving the goals set forth in this chapter.

CHAPTER NOTES

Chapter II:

1. The U. S. Census Bureau's Current Population Reports on School Enrollment only include the civilian, noninstitutional population between the ages of 3 and 34 years of age. Other tables in this Chapter provide projections for the total Black population including the armed forces overseas. According to information from Ms. Louisa Miller of the Census Bureau and the Current Population Report, Series P-25, #870, on July 1, 1979 there was a total Black population of 25,969,000. Of that number 3 percent (or about 773,000 Blacks) were in the military (in U.S. and overseas) or institutionalized.

2. David W. Breneman and Susan C. Nelson, "Education and Training", Setting National Priorities: Agenda for the 1980's (Joseph A. Pechman, Editor), Washington, D.C.: Brookings Institution, 1980, p. 238.

3. Data on the proportion of Black students in higher education who were enrolled in the historically Black colleges prior to Fall 1976 is based on U. S. Census Bureau statistics. Data on the proportion in HBC's in 1976 and 1978 is taken from Committee staff analysis of data from the HEGIS surveys, done by the National Center for Education Statistics.

4. National Center for Health Statistics, unpublished data.

5. Information on first-year medical school enrollment of Blacks was obtained from the Association of American Medical Colleges; data on first-year law school enrollment of Blacks was obtained from the American Bar Association; and, data on dental school enrollment of Blacks was obtained from the American Dental Association. For a more indepth examination of Black participation see "Increasing Graduate and Professional School Participation of Black Americans" (forthcoming Committee report).

6. National data on graduation rates is almost non-existent. So too is national data on the number of Blacks who pass the bar and licensing examination. To arrive at an estimate of the number of Black physicians, dentists and lawyers needed in the year 2000, national averages were inferred based on selected states where more detailed data were available. Further, completion/graduation rates are estimated based on the proportion of those students who entered in 1976 who were in their final year of professional school in 1978 (third year for law) or 1979 (fourth year for medical and dental school) education.

Chapter III:

1. Carnegie Council on Policy Studies in Higher Education, Three Thousand Futures, The Next Twenty Years for Higher Education, passim.

2. Breneman and Nelson, in "Setting National Priorities: Agenda for the 1980's", mention the HBC's in their section on Federal policy issues. However, they are described as being the "principal beneficiaries (emphasis added) of institutional support under the 'Strengthening Developing Institutions' program while the major research universities are deemed as this "country's principal performers of..." (emphasis added). The point to be made here is that the HBC's are also performers in terms of the contributions they make to National goals and priorities but very seldom is their full potential recognized when one speaks of future directions. Thus, they continue to be under-supported and consequently underutilized.

3. James Henson, "The Effects of Federal Aid on College Decisions", Tuition and Student Aid, pp. 20-23, as cited in Joel O. Nwagbaraocha, Review of Long-Range Planning in Higher Education, p. 137-138.

4. Alexander W. Astin, Preventing Students from Dropping-Out, p.36.

5. Carnegie Council, Three Thousand Futures, p. 48-50.

6. Joel O. Nwagbaraocha, Review of Long-Range Planning in Higher Education.

Chapter IV:

1. Paul O. Flain and Howard N. Fullerton, Jr., "Labor Force Projections to 1990: Three Possible Paths," Monthly Labor Review, vol. 101, no. 12 (December 1978), pp. 25-28.

For further discussion see also Spencer Rich. "Birth Decline May Ease Teen Problems," Washington Post (October 14, 1979) and Beverly Jensen, "What Jobs Will Our Children Have in Year 2000," Black Enterprise, vol. 10, no. 1 (August 1979).

2. Valerie Personick, "Industry Output and Employment: BLS Projections to 1990," Monthly Labor Review, vol. 102, no. 4 (April 1979), pp. 4-7.

3. Department of Labor, Bureau of Labor Statistics, Occupational Outlook for College Graduates, 1978-79 Edition, Washington, D.C. p. 15.

4. Jensen, Black Enterprise, p. 46 and BLS, Occupational Outlook, p. 15.

5. Flain and Fullerton, Monthly Labor Review. The authors discuss three scenarios for the labor force in 1990. It is important to note that only one, the high projection, foresees substantial improvement for the participation rate of Black men in the labor force.

6. Barbara Cottman Job, "The Black Labor Force During the 1975-78 Recovery," Monthly Labor Review, vol. 102, no. 5 (May 1979), pp. 4-5.

7. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, no. 80, The Social and Economic Status of the Black Population in the United States: An Historical View, 1970-1978, Washington, D.C., p. 60.

8. Ibid., p. 188.

9. James E. Blackwell, In Support of Preferential Admissions and Affirmative Action in Higher Education Pre-and Post Bakke Considerations, University of Massachusetts Boston, p. 32. 1977 (Unpublished manuscript)

Census, Status gives similar figures for 1970 and is a good point of reference in seeing how little has changed for Blacks in the professions.

10. Ibid., p. 188.

11. BLS, Occupational Outlook, p. 25.

12. Ibid, p. 26.

13. Department of Labor, Bureau of Labor Statistics, Occupational Projections and Training Data, Washington, D.C., p. 21.

14. National Science Foundation, Projections of Science and Engineering Doctorate Supply and Utilization, 1982 and 1987, 79-303, Washington, D.C., April, 1979, pp. 10-15.

15. National Research Council, National Academy of Sciences, Summary Report 1978: Doctorate Recipients From United States Universities, Washington, D.C., March 1979, pp. 5-21.

16. Darcy O'Brien, "A Generation of 'Lost' Scholars," New York Times Magazine, March 18, 1979, p. 35.

17. NRC, Summary Report, pp. 36-37.

18. Ibid, p. 36.

19. O'Brien, New York Times Magazine and Robert H. Linnell, "Age, Sex, and Ethnic Trade-Offs in Faculty Employment: You Can't Have Your Cake and Eat It Too," Current Issues in Higher Education, no.4, Employment Practices in Academe, American Association for Higher Education, Washington, D.C. 16:1 (January/February 1979).

20. BLS, Occupational Outlook, pp. 22-23.

21. BLS, Occupational Outlook, pp. 22-23.

22. Jensen, Black Enterprise, pp. 49-50.

23. Flain and Fullerton, Monthly Labor Review. The authors use three models because they do not want to fall prey to the same problems that have befallen previous BLS projections, e.g., not foreseeing the effect of the tremendous increase of women in the labor force for the 1970's. Furthermore, all studies cited make basic assumptions that nothing cataclysmic will take place, a possibility which because of the nature of energy, the environment and inflation cannot be overlooked.

24. National Advisory Committee on Black Higher Education and Black Colleges and Universities Staff analysis of DHEW/OCR 1975-76 HEGIS data.

25. U.S. Department of Health, Education, and Welfare, Office for Civil Rights, Data on Earned Degrees Conferred by Institutions of Higher Education By Race, Ethnicity, and Sex, Academic Year 1976-77, Washington, D.C., August 1979, Tables 6, 7, and 8.

Chapter V:

1. President's Commission on Higher Education, Higher Education for American Democracy, Volumes I and II, Washington, D.C.: Government Printing Office, December 1947.

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A P P E N D I X

- A. Historically Black Colleges
- B. National Advisory Committee Charter
- C. National Advisory Committee Membership
- D. National Advisory Committee Staff

APPENDIX A

100 Historically Black Colleges and Universities which were still predominantly Black as of Fall 1978, by State*

	<u>Level/Highest Offering</u> ^{1/}	<u>Control</u>
<u>Northeast</u>		
Pennsylvania (2)		
Cheyney State College, Cheyney 19319	M	Public
Lincoln University, Lincoln University 19352	M	Public
<u>North Central</u>		
Ohio (2)		
Central State University, Wilberforce 45384	B	Public
Wilberforce University, Wilberforce 45384	B	Private
<u>South</u>		
Alabama (12)		
Alabama A&M University, Normal 35762	M+	Public
Alabama Lutheran Academy and College, ^{2/} Selma 36701	2	Private
Alabama State University, Montgomery 36101	M+	Public
Lawson State Community College, Birmingham 35221	2	Public
Lomax-Hannon Junior College, Greenville 36037	2	Private
Miles College, Birmingham 35208	B	Private
Oakwood College, Huntsville 35806	B	Private
S.D. Bishop State Junior College, Mobile 36603	2	Public
Selma University, ^{3/} Selma 36701	B	Private
Stillman College, Tuscaloosa 35401	B	Private
Talladega College, Talladega 35160	B	Private
Tuskegee Institute, Tuskegee Institute 36088	M,P	Private
Arkansas (4)		
Arkansas Baptist College, ^{2/} Little Rock 72202	B	Private
Philander Smith College, Little Rock 72203	B	Private
Shorter College, Little Rock 72114	2	Private
University of Arkansas at Pine Bluff, Pine Bluff 71601	B	Public
<u>Delaware</u>		
Delaware State College, Dover 19901	B	Public

SOUTH (Cont)

District of Columbia (1)

-Howard University, Washington, D.C. 20059	P,D	Private
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Florida (4)

Bethune-Cookman College, Daytona Beach 32015	B	Private
Edward Waters College, Jacksonville 32209	B	Private
Florida A&M University, Tallahassee 32307	M	Public
Florida Memorial College, Miami 33054	B	Private

Georgia (10)

Albany State College, Albany 31705	B	Public
Atlanta University, Atlanta 30314	D	Private
Clark College, Atlanta 30314	B	Private
Fort Valley State College, Fort Valley 31030	M	Public
Interdenominational Theological Center, Atlanta 30314	P,D	Private
Morehouse College, Atlanta 30314	B	Private
Morris Brown College, Atlanta 30314	B	Private
Paine College, Augusta 30901	B	Private
Savannah State College, Savannah 31404	M	Public
Spelman College, Atlanta 30314	B	Private

Kentucky (1)

Kentucky State University, Frankfort 40601	M	Public
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Louisiana (6)

Dillard University, New Orleans 70122	B	Private
Grambling State University, Grambling 71245	M	Public
Southern University A&M College, Baton Rouge 70813	M,P	Public
Southern University in New Orleans, New Orleans 70126	B	Public
Southern University Shreveport-Bossier, Community Campus, Shreveport, 71107	2	Public
Xavier University of Louisiana, New Orleans 70125	M	Private

Maryland (4)

Bowie State College, Bowie 20715	M	Public
Coppin State College, Baltimore 21216	M	Public
Morgan State University, Baltimore 21239	D	Public
University of Maryland-Eastern Shore, Princess Ann 21853	M	Public

SOUTH (Con't)

Mississippi (11)

Alcorn State University, Lorman 39096	M	Public
Coahoma Junior College, Clarksdale 38614	2	Public
Jackson State University, Jackson 39217	M+	Public
Mary Holmes College, West Point 39773	2	Private
Mississippi Industrial College, 2/ Holly Springs 38635	B	Private
Mississippi Valley State University, Itta Bena 38941	M	Public
Natchez Junior College, Natchez 39120 3/	2	Private
Prentiss Normal and Industrial Institute, Prentiss 39474	2	Private
Rust College, Holly Springs 38635	B	Private
Tougaloo College, Tougaloo 39174	B	Private
Utica Junior College, Utica 39175	2	Public

North Carolina (11)

Barber-Scotia College, Concord 28025	B	Private
Bennett College, Columbia 27420	B	Private
Elizabeth City State University, Elizabeth City 27909	B	Public
Fayetteville State University, Fayetteville 28301	B	Public
Johnson C. Smith University, Charlotte 28216	B	Private
Livingstone College, Salisbury 28144	B,P	Private
North Carolina A&T State University, Greensboro 27411	M+	Public
North Carolina Central University, Durham 27707	M,P	Public
Shaw University, Raleigh 27611	B	Private
St. Augustine's College, Raleigh 27611	B	Private
Winston-Salem State University, Winston Salem 27102	B	Public

Oklahoma (1)

Langston University, Langston 73050	B	Public
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South Carolina (8)

Allen University, Columbia 29204	B	Private
Benedict College, Columbia 29204	B	Private
Clafin College, Orangeburg 29115	B	Private
Clinton Junior College, 2/Rock Hill 29730	2	Private
Friendship Junior College, 3/Rock Hill 29730	2	Private
Morris College, Sumter 29150	B	Private
South Carolina State College, Orangeburg 29117	M	Public
Voorhees College, Denmark 29042	B	Private

Level/Highest OfferingControlSOUTH (Con't)

Tennessee (7)

Fisk University, Nashville 37203	M	Private
Knoxville College, Knoxville 37921	B	Private
Lane College, Jackson 38301	B	Private
LeMoyne Owen College, Memphis 38126	B	Private
Meharry Medical College, Nashville 37208	P,D	Private
Morristown College, Morristown 37814	2	Private
Tennessee State University, Nashville 37203	M+	Public

Texas (9)

Bishop College, Dallas 75241	B	Private
Huston-Tillotson College, Austin 78702	B	Private
Jarvis Christian College, Hawkins 75765	B	Private
Paul Quinn College, Waco 76704	B	Private
Prairie View A&M University, Prairie View 77445	M+	Public
Southwestern Christian College, Terrell 75160	2	Private
Texas College, Tyler 75702	B	Private
Texas Southern University, Houston 77004	P,D	Public
Wiley College, Marshall 75670	B	Private

Virginia (6)

Hampton Institute, Hampton 23668	M	Private
Norfolk State College, Norfolk 23504	M	Public
St. Paul's College, Lawrenceville 23868	B	Private
Virginia College, Lynchburg 24501	2	Private
Virginia State College, Petersburg 23803	M	Public
Virginia Union University, Richmond 23220	P	Private

WEST

None

1/ Level/Highest Offering:2/ Pre-accredited

2 = 2 but less than 4 years
 B = 4 or 5 years Baccalaureate
 P = First Professional
 M = Master's
 M+ = Master's
 D = Doctorate

3/ Neither accredited nor a candidate

- * This listing of HBC's only includes those institutions that were still predominantly Black in fall 1978 and for which data are available for inclusion in the Committee's reports. Therefore, the list does not include Simmons University/ Bible College (KY) for which no data are available; and Bluefield State College (WV), West Virginia State College (WV) and Lincoln University (MO) which are historically Black institutions but are currently (as of Fall 1978) predominantly white. Daniel Payne College (AL) and D.C. Teacher's College (WDC) were shown on earlier lists but are omitted here-the former has closed and the latter has been incorporated within the University of the District of Columbia.

APPENDIX B

THE SECRETARY OF EDUCATION WASHINGTON, D. C. 20202

CHARTER

NATIONAL ADVISORY COMMITTEE ON BLACK HIGHER EDUCATION AND BLACK COLLEGES AND UNIVERSITIES

PURPOSE

The Secretary is responsible for the administration of various higher education and civil rights programs mandated by statutes as these affect the general population. Administration of these programs involves a setting of priorities and an understanding of interlocking social, political, and economic complexities affecting black Americans. The Secretary requires the advice and recommendations of persons knowledgeable of the impact of the mandated programs on the higher education of black Americans in order to fulfill his/her responsibilities under statutes effectively.

AUTHORITY

20 USC 1233a.

This Committee is governed by the provisions of Part D of the General Education Provisions Act (P.L. 90-247 as amended; 20 U.S.C. 1233 et seq.) and the Federal Advisory Committee Act (P.L. 92-463; 5 U.S.C. Appendix I) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee advises the Secretary of Education, and the Assistant Secretary for Postsecondary Education. The Committee examines all approaches to higher education of black Americans as well as the needs of historically black colleges and universities and in particular advises and make recommendations in these areas:

- (1) in the identification of the several courses of action to raise substantially the participation of blacks in all forms of productive postsecondary education;
- (2) in the development of alternatives sensitive to the special needs, deprivations, and aspirations of black youths;
- (3) in the analysis of and planning for the future role and healthy development of the historically black colleges and their relationship to expanding the numbers of blacks enrolled in higher education nationally and regionally;
- (4) in the development of a research base to support the definition of equity, the expansion of existing research, and the commissioning of original empirical research;

- (5) in the stimulation and encouragement of more scholarship and research by blacks on questions of public policy relating to the educational needs of blacks and the promotion of these results at the Federal, regional, and State levels;
- (6) in the evaluation and monitoring of the impact of Federal, regional, or State efforts in the public and private sectors in improving the status of blacks in higher education;
- (7) in the evaluation and monitoring of current and developing Federal, regional, or State policies designed to equalize educational opportunities for blacks and improve access for larger numbers of blacks in higher education;
- (8) in the development of approaches to the financing of the neediest students and the institutions with the heaviest concentrations of blacks;
- (9) in the development of means to increase access, retention, and graduation of blacks from institutions of higher education;
- (10) in the development of alternative ways of increasing the numbers of blacks entering and completing graduate and professional degree programs;
- (11) in recommending a long-range plan for increasing the quality of black higher education and the numbers of black Americans able to participate more fully in American society because they have successfully completed such education;
- (12) in the assessment of the resultant implementation of policy decisions and recommendations.

STRUCTURE

The Committee consists of fifteen (15) members appointed by the Secretary for terms not to exceed three (3) years, subject to the renewal of the Committee. The Secretary designates one of the fifteen (15) members as the Chairperson. Members are persons who are knowledgeable about the higher education of blacks, the historically black colleges and universities, and/or the economic, educational, societal, and political realities in which public policy is made. At least five of the fifteen members of the Committee shall be presidents of black colleges and at least one member shall be from the business sector.

Management and staff services are provided by the Program Delegate to the Committee who is appointed by the Assistant Secretary for Postsecondary Education.

MEETINGS

The Committee meets not less than four times each year with the advance approval of the Secretary or designee. The Secretary or designee approves the agenda for each meeting. Meetings are open to the public except as may be determined otherwise by the Secretary. Public notice is made of all Committee meetings, and a Federal official is present at all meetings. Meetings are conducted, and records of proceedings kept, as required by applicable laws and Department regulations.

COMPENSATION

Members of the Committee who are not full-time employees of the Federal Government are entitled to receive compensation at a rate of \$100 per day, plus per diem and travel expenses in accordance with Federal Travel Regulations.

ANNUAL COST ESTIMATES

Estimated total annual cost for operating the Committee, including compensation and travel expenses for members and consultant services and research, but excluding staff support is \$130,000. Estimated person-years of staff support is ten at an estimated cost of \$210,000.

REPORTS

The Committee submits to the Congress on or before June 30 of each year an annual report which contains as a minimum a list of the names and business addresses of the Committee members, a list of the dates and places of the meetings, the functions of the Committee, and a summary of Committee activities and recommendations made during the year. Such report is transmitted with the Secretary's annual report to Congress.

A copy of the annual report is provided to the Committee Management Officer.

Nothing herein shall be interpreted as precluding intermittent special reports and recommendations to the Department of Education throughout the year.

DURATION

Unless renewed by appropriate action prior to its expiration, the National Advisory Committee on Black Higher Education and Black Colleges and Universities terminates June 30, 1982.

APPROVED:

June 19, 1980
Date

Steven A. Munter
Acting Secretary

APPENDIX C

PREVIOUS ADVISORY COMMITTEE MEMBERS

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established in December 1976 to examine all approaches to the higher education of Black Americans as well as the historically Black colleges and Universities and then to make recommendations to the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education in 12 specific areas.

Although the Committee was established in December 1976, the Notice of Establishment was not published in the Federal Register until June 21, 1977, and the initial meeting was held in September 1977, nine months after it was established for a period of two years.

As required by its Charter, the membership consists of members knowledgeable about the higher education of Blacks, the historically Black colleges and universities, and the economic, educational, societal, and political realities in which public policy is made.

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*Mrs. Cecile M. Springer was appointed March 1979.

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